AN EVALUATION OF AN ENRICHMENT PROGRAM USING NATURALISTIC RESEARCH METHODS: SOME IMPLICATIONS FOR THE METHODOLOGY

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AN EVALUATION OF AN ENRICHMENT PROGRAM USING NATURALISTIC RESEARCH METHODS: SOME IMPLICATIONS FOR THE METHODOLOGY

BY

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ABSTRACT

The purpose of this study was to examine the application of naturalistic research methods to the evaluation of an enrichment program for gifted learners. This was the first program of its kind in the Province of Newfoundland, and no previous evaluation attempts had been made. An evaluation scheme was developed specifically for the enrichment program. This scheme or model was tested through implementation, and conclusions and recommendations regarding its utility were made.

The literature points to an ever-increasing expansion of the use and application of naturalistic methods. Specifically, the literature suggests the importance of matching evaluation design with the nature of the program. Consequently an emergent evaluation design was selected to evaluate this program, since the program itself had long-term goals rather than more immediate achievement gains.

The implementation of the evaluation scheme produced data that was both extensive and indepth. An extensive sample of the data is included in this study, to illustrate the type of information that can be generated

through the use of naturalistic methods.

A discussion of the appropriateness of naturalistic methods points out both the benefits and constraints of the methodology. Consideration is given to meeting the standards of an effective evaluation.

Conclusions and recommendations have been made with regard to the appropriateness of the evaluation approach and its future applications.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

NATURE OF THE STUDY

Introduction

This study examines the application of naturalistic research methods to the evaluation of an enrichment program for gifted learners. The program evaluation served a two-fold purpose: (a) developing an appropriate evaluation scheme; and (b) testing the scheme in terms of its effectiveness in evaluating this type of program. The program was the first of its kind in the province of Newfoundland and the evaluation dealt with the pilot period of implementation.

This chapter describes the background of the study, presents the statement of the problem, defines the terms, outlines the limitations and significance of the study, and concludes with a description of the design of the study.

Background of the Study

The recent focus on excellence in public education has led authorities to review the evaluation practices that determine the quality and effectiveness of our educational programs.

The search for appropriate evaluation approaches has led to the proliferation of evaluation models in the past two decades. Many of these models suggest a naturalistic or qualitative approach. A naturalistic evaluation is characterized by an emergent design, responsiveness to audiences, and reliance on sociological research methods yielding, for the most part, qualitative data. Such an evaluation is discovery-oriented, resulting in thorough description, as well as judgment, of the entity being evaluated.

The Roman Catholic School Board for St. John's, after the enrichment program had been implemented for two years, sought to evaluate the program using an approach which could be adapted in the future for ongoing evaluation purposes.

The Program

The enrichment program was implemented in September,

1983 on a pilot basis. The school board has a student population of approximately 20,000 attending 36 schools. The enrichment program began on a small scale. Students from four schools were tested at the grade five level. Testing, identification and selection procedures were completed by January 1984, and the first group of twelve students began attending enrichment classes in February 1984. During the next year four additional schools were tested, and two classes of approximately twelve students each were in operation, comprised of students at the grade five and six level.

The definition of giftedness the school board adopted was that proposed by the United States Office of Education:

> Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities, are capable of high performance ... Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: (1) general intellectual ability; (2) specific academic aptitude; (3) creative or productive thinking; (4) leadership ability; (5) visual and performing arts; (6) psychomotor ability. (Marland, 1972)

For the pilot period the focus was on intellectually and academically gifted students only, since government at this time did not have policy on gifted education, nor

did it fund enrichment programs. The school board was unwilling to wait for government to formulate policy, yet it realized resources would be severely limited until government took fiscal responsibility for the program. It was at this point that the school board requested evaluation assistance. A meeting was held with the program coordinator to determine the purpose, scope, and expectations of the evaluation. The school board realised that, at this stage in the program's development, evaluation was essential.

The Purpose of the Evaluation

The overall purpose of the evaluation of the enrichment program was to improve the event for all involved. Specifically the evaluation sought to:

1. describe and judge program effectiveness in terms of meeting learner needs;
2. discover program strengths;
3. discover program weaknesses;
4. develop specific recommendations for program improvement.

Methods and Techniques Used

Patton (1981) emphasizes that there is no one best

way to conduct an evaluation. "Every evaluation situation is unique. A successful evaluation emerges from the special characteristics and conditions of a particular situation - a mixture of people, politics, context, resources, constraints, values, needs and interests" (p. 23). Many of today's practitioners and authors in the area of educational evaluation, notably Stake (1975), Parlett and Dearden (1978), and Guba and Lincoln (1981) concur with Patton, and recent evaluation models advocate an emergent design, responsiveness to the concerns and issues and information needs of various audiences, and qualitative research methods. Guba and Lincoln (1981) have termed this approach to evaluation naturalistic, and it was the naturalistic approach that was adopted for this evaluation.

Standards

Guba and Lincoln (1981) state "judgments cannot be rendered in the absence of standards" (p. 353). In traditional approaches to evaluation, program objectives function as a clearly stated set of standards. In the naturalistic approach it is neither desirable nor feasible to use a set of preformulated objectives as the sole criterion in judging the entity being evaluated.

The naturalistic evaluator must derive standards.

In the evaluation of the enrichment program, evaluators developed standards in accordance with the four attributes delineated by the Joint Committee on Standards for Educational Evaluation (1981):

1. utility;
2. feasibility;
3. propriety;
4. and accuracy. (p. 13).

Standards are derived from a variety of sources. Guba and Lincoln (1981) suggest as one possible source "substantive experts" (p. 353). Those knowledgeable in the area of gifted education, both in person and through the literature, provided another source from which to formulate criteria. And the audiences, through their concerns and issues, provided criterion statements. All data were incorporated in a comprehensive set of standards for the various components of the enrichment program.

Statement of the Problem

Programs in gifted education are meant to be long

term and developmental in nature. Because of this, the most familiar Tyler Model of evaluation was deemed inappropriate in the evaluation of the program implemented by the Roman Catholic School Board. As Callahan (1983) states, "normative data does not exist for gifted children. (Who can say what is expected growth for a gifted child?)" (p. 4). Confronted with the issue of appropriateness, the evaluation team decided that a naturalistic/responsive evaluation approach might incorporate the necessary flexibility. There is a logical affinity in that the emergent design of the evaluation parallels the emergent nature of the program.

The problem of choosing an evaluation scheme is often compounded by the fact that, in the minds of many people, evaluation focuses on measurable outcomes. In practice as well as in theory, many people identify with pre/post measures, and there is a lack of knowledge concerning the variety of approaches available.

In combatting the predominant perception of what evaluation is, the evaluators had a twofold task: to develop an appropriate evaluation scheme, and to test its effectiveness by using it to evaluate the program.

Definition of Terms

For purposes of this study, terms used in reference to evaluation are defined according to the Joint Committee on Standards for Educational Evaluation (1981). Others on gifted education come from the related literature.

Audiences

Those persons who will be guided by the evaluation in making decisions and all others who have a stake in the evaluation.

Client

The individual, group, or organization which hires the evaluators.

Content Analysis

The process of identifying and listing - in accordance with a parsimonious classification system - the ideas, feelings, personal references, and other categories of expression contained in a variety of information sources.

Criterion

A standard by which something can be judged.

Data

Material gathered during the course of an evaluation which serves as the basis for information, discussion, and inference.

Emergent Design

An implementation plan in which the specification of each step depends upon the results of previous steps.

Enrichment

The addition of learning activities or subject matter not normally found in the regular curriculum (Committee for Gifted and Talented Students, 1983).

Evaluation

Systematic investigation of the worth or merit of an object; e.g., a program, project, or instructional material.

Gifted

Those persons identified as being intellectually or

academically superior (130 + full scale intelligence quotient) who appear to be achieving on or above grade level across their academic subjects (Roman Catholic Proposal, 1984).

Naturalistic Evaluation

Relies on field study as a fundamental technique, which views truth as ineluctable, that is, as ultimately inescapable. Sufficient immersion in and experience with a phenomenological field yields inevitable conclusions about what is important, dynamic, and pervasive in that field (Guba & Lincoln, 1981).

Qualitative Information

Facts and claims presented in narrative, not numerical, form.

Quantitative Information

Facts and claims that are represented by numbers.

Responsive Evaluation

Orients more directly to program activities than to program intents; responds to audiences' requirements for information; and the different value perspectives present

are referred to in reporting the success and failure of the program (Stake, 1975, p. 14).

Standard

A principle commonly agreed to by experts in the conduct and use of evaluation for the measure of the value or quality of an evaluation.

Limitations of the Study

This study was concerned with evaluation. Of particular interest was the evaluation of an enrichment program or gifted program. Hence the following limitations have been imposed:

1. The testing of the evaluation approach described in this study was carried out in only one particular context and should not be generalized to other contexts.
2. The study pertains to one enrichment education program, that of the Roman Catholic School Board, and it is intended to assist in the improvement of that particular program. While the results of the evaluation may be internally valid, they may not be

generalized to other programs.

3. The evaluation was supported by the Roman Catholic School Board and all members concerned were anxious to improve the program. Since the focus of the evaluation was designed to meet the information needs of that group it is limited to the particular concerns and issues of the audiences involved.
4. The evaluation was not concerned with the question of the value of gifted education per se. It was assumed that educational provisions for the gifted and talented portion of the school population are essential.

Significance of the Study

Evaluation research has undergone much change and development over the past two decades. Numerous models and approaches have been suggested in the literature, and evaluators in a variety of settings are charged with the task of evaluating programs. The naturalistic responsive approach has not been tested to the same extent as other approaches. This study describes an application in which the naturalistic/responsive approach is applied to

program evaluation.

1. The application provided the Roman Catholic School Board with the results of a thorough evaluation of the enrichment program.
2. The application provided the opportunity to assess the advantages and the problems encompassed in using this approach in a program evaluation setting.

Design of the Study

This study is reported in five chapters. Chapter I has outlined the nature of the study including the background to the study, statement of the problem, the definition of terms, and the limitations and significance of the study.

In Chapter II the literature relating to the origin and history of qualitative research methods and educational evaluation, dissent in educational evaluation, the application of qualitative research methods as proposed by dissenters, and program evaluation are reviewed.

Chapter III examines the implementation of naturalistic research methods to a specific educational evaluation of an enrichment program. It provides an overview

of the enrichment program, the evaluation scheme used, and a summary of the evaluation results, which indicate the variety of types of data generated by naturalistic methods.

Chapter IV discusses the application of naturalistic methodology to program evaluation, the rich data gleaned from the methodology, flexibility of the methodology, evaluation rigour, communication, and benefits and constraints of the naturalistic approach.

Chapter V contains conclusions regarding the application of naturalistic/responsive evaluation to enrichment education. Recommendations are made regarding future evaluation of enrichment programs.

Chapter II

REVIEW OF THE LITERATURE

Introduction

This chapter is divided into five sections as follows:

1. Origin and History of Qualitative Research Methods
2. Origin and History of Educational Evaluation
3. Dissent in Educational Evaluation
4. Application of Qualitative Research Methods as Proposed by Dissenters
5. Program Evaluation

The first section, Origin and History of Qualitative Research Methods, traces the development of qualitative methods in social and educational inquiry. The second section, Origin and History of Educational Evaluation, gives an overview of the development of educational evaluation as a distinct discipline. The third section, dissent in Educational Evaluation, reviews some of the conflicting models of evaluation proposed in the 1960s and 1970s. The fourth section, Application of Qualitative Research Methods as Proposed by Dissenters, looks at

qualitative methods in the context of various dissenting models. The fifth section, Program Evaluation, explores briefly the field of program evaluation and discusses current approaches to evaluating educational programs.

Origin and History of Qualitative Research Methods

In the nineteenth century the methods of science were held in the highest esteem. The physical sciences provided a paradigm for inquiry that infiltrated all areas of research. Quantitative methods were considered to be the only source of reliable information. The beginnings of qualitative methodology can be traced to the emergence of new social and behavioural sciences; specifically: psychology, sociology, and anthropology. Yet even in these areas, challenges to the scientific, rationalistic model came slowly. In A System of Logic (1843), John Stuart Mill encouraged social scientists to adopt the scientific method of inquiry. House comments that Mill's "extreme empiricism relied on the belief that categories were rather easily obtainable, much like categories in the physical sciences" and that "one could

induce laws in social science just as in natural science" (House, 1978).

By contrast, the German philosopher Wilhelm Dilthey, writing in 1910, called for a move away from objectivism. Dilthey felt that "more objective and scientific studies did not do the best job of acquainting man with himself" and contended that "our methods of studying human affairs need to capitalize upon the natural powers of people to experience and understand" (Stake, 1978, p. 5).

Quantitative and qualitative methods are essentially rooted in two different theoretical perspectives - positivism and phenomenology. The focus of each perspective determines the chosen methodology.

> The positivist searches for facts and causes through methods such as survey questionnaires, inventories, and demographic analysis which produce quantitative data .... the phenomenologist seeks understanding through such qualitative methods as participant observation, open-ended interviews, and personal documents. These methods yield descriptive data. (Bogdan & Taylor, 1975, p. 2)

Generally, the origins of qualitative methodology are traced to Frederick LePlay's observational studies of European families and communities of the nineteenth century. Robert Nisbet describes The European Working

Classes as "a work squarely in the field of sociology" (Nisbet, 1966, p. 61). Qualitative methods continued to develop through the late nineteenth and early twentieth centuries, particularly in the field of anthropology. In sociology, qualitative methods were endorsed by such prominent sociologists as Thomas and Zaniecki.

> We are safe in saying that personal life-records (personal documents) constitute the perfect type of sociological material and that if social science has to use other material at all it is only because of the difficulty of obtaining at the moment sufficient number of such records to cover the totality of sociological problems. (Thomas & Zaniecki, 1927, p. 1832)

From 1920 to 1940, qualitative approaches were popularized, and it was common for "students of society" to use qualitative methods (Bogdan & Taylor, 1975, p.3-4).

Through the 1940s and 1950s, sociological interest in qualitative methods lessened and there was a corresponding growth in the use of quantitative methodology. However, in the 1960s, interest in qualitative research increased again, perhaps due to the social climate of that decade and also to the amount of money available for research. Still, "even today it is common for students to complete advanced degrees in sociology without ever hearing the phrase 'personal documents'" (Bogdan &

Taylor, 1975, p. 4).

In its earliest usage, qualitative methodology had no clear definition. However, its characteristics and components have been since described by practitioners:

> Qualitative methodology refers to those research strategies, such as participant observation, in-depth interviewing, total participation in the activity being investigated, field work, etc., which allow the researcher to obtain firsthand knowledge about the empirical social world in question. Qualitative methodology allows the researcher to "get close to the data", thereby developing the analytical, conceptual, and categorical components of explanation from the data itself. (Filstead, 1970, p. 6)

In their present state, qualitative methodologies have evolved to the stage where a variety of alternatives to quantitative methodology exist. Jacob suggests that confusion has arisen about a "qualitative" approach. She suggests that there are in fact a variety of approaches, and further asserts,

> that the confusion could be clarified by using the concept of tradition, by which I mean a group of scholars who agree among themselves on the nature of the universe they are examining, on legitimate questions and problems to study, and on legitimate techniques to seek solutions. (Jacob, 1987, p. 1)

As the social sciences mature, qualitative methods

gain in both diversity and acceptance. And, as evaluation matures as a discipline, it begins to draw more on the methods of the social sciences.

Origin and History of Educational Evaluation

> There is already a concerted movement, evident in a few evaluation journals and societies, to combine many social science disciplines with most of the areas of evaluation practice to form a full-spectrum view of evaluation theory and practice. In fact, this movement is as likely to have a hybridizing effect on the disciplines of social science as it is to enrich the theory and practice of evaluation. (Smith, 1983, p. 384)

Perhaps due to the rapid expansion of educational evaluation as a field during the 1960s and the 1970s, it is often thought that educational evaluation is a new discipline. However, the roots of educational evaluation go back much further, in fact, into the nineteenth century. In North America, Joseph Rice is usually recognized as the forerunner of educational evaluation. "Between 1887 and 1898, Joseph Rice conducted what is generally recognized as the first formal educational evaluation in North America" (Madaus, Scriven & Stufflebeam, 1983, p. 6). In a collection of essays entitled

Scientific Management in Education (1914), Rice, who was particularly concerned with the use of school time, commented that "the ship of pedagogy ... has become waterlogged in a sea of opinions" (p. 5). If one looks at the general emphasis on scientific procedures at this time, it becomes clear where Rice draws his perspective from.

At this time in history, the works of John Stuart Mill and Darwin had cast the scientific paradigm as the method of all inquiry (Guba & Lincoln, 1981, p. 2). Thus, early evaluators such as Rice thought it insufficient to evaluate through informal or observational methods; hard data had to be produced to ensure scientific credibility. Moreover, evaluation as a distinct function did not exist at this time. One heard of 'measurement and evaluation', the words used together and often interchangeably, with measurement receiving "top billing" (Guba & Lincoln, 1981, p. 2). Also, at this time, largely because of the emphasis on measurement and testing, evaluation focused on individual differences and narrow areas of content. There was no emphasis on evaluating broad areas of curricula and certainly none on evaluating whole programs.

There was as well, at the beginning of the twentieth

century, an industrial metaphor present in Western society; it is little wonder that schools were concerned with "raw materials and products" (Guba & Lincoln, 1981, p. 3). This was the age of what Callahan (1962) has termed the "cult of efficiency".

For purposes of clarification, Madaus et al. (1983) have divided the history of educational evaluation into six "ages" as follows:

> The Age of Reform, 1800-1900
> The Age of Efficiency and Testing, 1900-1930
> The Tylerian Age, 1930-1945
> The Age of Innocence, 1945-1957
> The Age of Expansion, 1958-1972
> The Age of Professionalization, 1973-present.
> (p. 3-4)

During the first of these two ages, the metaphors of science and industry were apparent. It was largely due to the involvement of Ralph Tyler that educational evaluation began to take a new direction. Tyler was involved in constructing achievement tests, which were considered to be very important at the time. Tyler, however, took a broader perspective to evaluation. He asserted that curricula needed to be organized around certain objectives, and coined the term "educational evaluation" which meant assessing the extent to which valued objectives had been met as part of an instructional program (Tyler,

1942, p. 492-501).

As an innovator, Tyler began to move away from pupil-centred, measurement-directed approaches. Tyler's approaches had implications for the future of educational evaluation and its role as distinct from measurement. To quote Tyler (1983):

> In the use of evaluation as a means of both understanding an educational program and improving it, I have come to realize the importance of identifying and appraising factors in the environment that have a significant influence on learning in addition to the planned curriculum and the activities of the teacher. The need to evaluate, measure, or describe such matters as the classroom ethic, the learner's expectations, the teacher's concern for the students, and the standards the teacher believes the students can reach are illustrations of some of those environmental factors. (p. 78)

One can also see the emergence of qualitative methods in Tyler's rationale and the influences of the developing social and behavioural sciences. Thus, Tyler was laying the foundation for an explosion of ideas which would not occur for two decades. In the 1940s and 1950s, little innovation occurred in the field of educational evaluation. Tyler and his followers continued their work, but the paucity of evaluation literature from this period is indicative that there was little happening that was new. In discussing this period, Madaus et al. (1983)

1946-1957 as the Age of Innocence, although we might as well have called it the Age of Ignorance" (p. 9). The complacency of this period was to end suddenly in 1957.

In 1957, the Russian launch of Sputnik raised serious questions about American education. The Russian achievement caused Americans to question their faith in the educational system, and produced a feeling of being in second place. The military rivalry between the United States and the Soviet Union, which peaked during the Cold War, created an intense competition in other areas of life as well. A huge amount of money was channeled into American education to redeem it from second place. It was hoped that the formulation of new programs would place America once again in the forefront. There was also a call for evaluation of the new programs:

> The field's development was further stimulated by the evaluation requirements of the "great society" programs that were launched in 1965, by the nation-wide accountability movement that began in the early 1970s; and most importantly, by the mounting responsibilities and resources that society assigned to educators. (Stufflebeam & Webster, 1980, p. 5)

The growth in the field of educational evaluation corresponded with an upsurge in the popularity and acceptance of qualitative methods in the social sciences; the impact

of this was to create new directions for evaluation.

Those who were involved in educational evaluation at the time drew on existing evaluation models and soon began to register their discontent (Guba & Lincoln, 1981, p. 8). This negative assessment culminated in an article by Cronbach in 1963. In reviewing evaluation efforts of the past, Cronbach criticized "their lack of relevance and utility" and counselled evaluators to "reconceptualize evaluation" (Madaus et al. 1983, p. 14). Cronbach's negative assessment, combined with increased federal government spending on education, called for accountability and for effective evaluations.

> It seemed so important to members of Congress that the impact of their new funding programs be assessed that they mandated evaluation for virtually every authorized activity. And so the evaluation community, hardly having made its adjustment to the turmoil induced by the national programs for improving course content, suddenly found itself inundated again ... the profession was not up to it. (Guba & Lincoln, 1981, p. 9)

What followed from this was a great outpouring of new ideas, some drawing on traditional methods and perspectives and some that were radically different. There was, among the proposers of these new ideas, a great deal of dissent.

Dissent in Educational Evaluation

The dissent produced much confusion in the area of evaluation, but it also created a body of literature and set of alternatives to traditional evaluation models. Through the literature of dissent, educational evaluation began to develop and mature as a distinct profession and discipline.

In the 1960s there were a great many new educational programs and a mandate to evaluate them. However, curriculum developers soon complained that evaluation was not serving them well (Guba & Lincoln, 1981, p. 8). The problems encountered and some possible solutions to these problems were summarized by Cronbach in "Course Improvement Through Evaluation" in 1964. Cronbach highlighted three major points: (a) the previous organizer of evaluations (objectives) was challenged by another organizer (decisions); (b) evaluators needed to focus on course refinements and improvements while the course was in progress; and (c) evaluation should be more concerned with course performance characteristics than with comparative studies. The major focus for Cronbach was the utility of evaluations. To use Cronbach's words, "the greatest service evaluation can perform is to identify

aspects of the course where revision is desirable" (Cronbach, 1964, p. 674).

Cronbach's assessment stated what had come to be a commonly held belief - that existing approaches to evaluation were inadequate. At this time, four basic approaches to evaluation were present - the Tylerian approach, new nationally standardized tests, the professional judgement approach, and the use of field experiments (Madaus et al. 1983, p. 8-11). These had been shown to be inadequate. This inadequacy, coupled with increased emphasis on educational research, development and dissemination, encouraged response from theoreticians. What resulted was an abundance of new evaluation models and approaches.

Overview of Dissenting Models

It is estimated that, beginning in 1967, over forty new evaluation models were developed and appeared in evaluation literature. These can be roughly categorized into schools of thought (Guba & Lincoln, 1981, p. 11). The better known models which are representative of schools of thought are presented here.

Some of the evaluation models developed showed the continued influence of Tyler. Tyler's model had been deemed inadequate, yet its influence remained. Models proposed by Hammond (1973), Provus (1971), Popham (1975) and Stake (1967) all showed the Tyler influence (Guba & Lincoln, 1981, p. 11). Also showing influence of Tyler's model were works by Eisner (1967) and Metfessel and Michael (1967). These theorists proposed reformation of Tyler's model but retained some of the basic features of his approach (Madaus et al. 1983, p. 14).

Other theorists advocated criterion-referenced rather than norm-referenced testing. Proponents of this shift of focus included Glaser (1963), Tyler (1967) and Popham (1971). Cook (1966) advocated a systems-analysis approach to evaluation (Madaus et al. 1983, p. 14).

But the most radical departures moved away from traditional methods completely, exhorting new organizers for evaluations and new methodological approaches. Among these were Stufflebeam's CIPP model, Scriven's goal-free model, Stake's responsive evaluation and Guba's naturalistic approach (Guba & Lincoln, 1981, p. 11).

A Closer Look at Some Models

One of the more radical departures from Tyler's rationale was Daniel Stufflebeam's CIPP (Content-Input-Process-Product) model. Stufflebeam (1966) believed in the exercise of caution in using goals as organizers because "the selection of goals places constraints on what is hoped for and attempted in a project and thus is a key decision" (p. 123). At the time of the development of the CIPP model, Robert Stake was at work on what he called his countenance model for evaluation. The CIPP and countenance models shared some similarities, but there were also differences. The approaches were similar in that both called for the assessment of outcomes, both were concerned with transactions within a project and both called for more comprehensive assessments than those held previously. Moreover, both models concurred on the function of evaluation as improvement, an agreement with Cronbach as well (Stufflebeam, 1983, p. 122-125).

There were, however, points of disagreement. According to Stake's proposal, the evaluator entered into the process during the implementation stage. Stufflebeam's proposal called for greater flexibility; the entry of the evaluator could occur "either before or during a

project and allowed for the possibility of conducting a single type of evaluation only (content, input, process or product) or some combination, depending on the needs of the audience" (Stufflebeam, 1983, p. 122).

Moreover, Stufflebeam and Stake differed in their concepts of who the evaluation was for. Stake geared his countenance model directly to serving involved program staff and teachers. Stufflebeam focused instead on those in planning and administration (Stufflebeam, 1983).

In sharp contrast to both the countenance and CIPP models was Michael Scriven's Formative-Summative approach. Scriven defined evaluation as "the systematic and objective determining of the worth of an object" (Stufflebeam, 1983, p. 123). Scriven, at this point, was more concerned with summative than with formative evaluation.

In fact, Scriven's main criticism of the CIPP approach was that it was flawed "because it almost totally ignored the role of summative evaluation due to its preoccupation with fostering improvement" (Stufflebeam, 1983, p. 123). Scriven developed an evaluation model that is commonly referred to as 'goal-free'. Scriven commented on the difficulty of identifying program goals, the limitations of goal based evaluations,

and summarized by saying that "goals are often best seen as inspirational devices - they make poor foundations for analysis" (Scriven, 1983, p. 237).

While Stufflebeam looked to decisions as evaluation organizers, Scriven's goal-free evaluation became organized around effects. However, inherent in this approach were some shortcomings, according to other theorists. For example, Scriven did not come to terms with what effects to look for and how to look for them. In failing to delineate a method for organizing evaluation, Scriven relied heavily on the competence and intuitive ability of evaluators (Guba & Lincoln, 1981, p. 18).

Stake's countenance model and responsive evaluation model show certain conflicts. They also reveal the development of an approach to evaluation over a period of time. Stake's countenance model (1967) was developed to meet the needs of program staff. However, ten years later, in his responsive evaluation model, Stake (1973) expanded his idea of "stakeholding audiences" to include a broad range of participants in the evaluation process, and stated that "the purposes of the audiences are all important" (p. 298). Thus we see within a single evaluator the means of recording conflicting thrusts and

theories through expanding basic premises. According to Popham (1975), "Stake's conception of evaluation emphasizes two chief operators ... descriptors and judgment" (p. 30).

Three other models deserve brief examination. Eisner's Connoisseurship/Art Criticism model openly criticized traditional approaches for their scientific and technological biases. Eisner (1976) made four points concerning the traditional approaches. He contended that: (a) scientific assumptions caused over-simplification; (b) scientific approaches placed an emphasis on the future, undermining the significance of the present; (c) scientific approaches led to an attempt to objectify knowledge; and (d) tests became goals in themselves.

In Eisner's evaluation model (1976), the connoisseur had a two-fold role: to observe with awareness and understanding and to provide informed criticism. Eisner describes criticism as "one describes, one interprets, one evaluates or appraises what one sees" (p. 140). To Eisner the role of the evaluator as connoisseur was to provide educational policy with a broad base of knowledge for decision making.

One can see similarities here between Eisner's perception of the evaluation process and Stake's evaluation

components - descriptions and judgement.

Two models which continued to rely on Tyler's model differ greatly from those described above - the models of Provus and Popham. Popham still felt that tests were important in evaluation but moved away from norm-referenced testing. Popham argued that norm-referenced tests possessed curricular incongruence and had a built-in tendency to eliminate test items on which most students succeed. Because of these qualities, norm-referenced tests were, according to Popham (1975), "relatively insensitive to instruction" (p. 108). Thus Popham and others of his contemporaries retained the traditional emphasis on testing but shifted from norm-referencing to criterion-referencing. This is an example of change within the framework of traditional models.

Provus' Discrepancy Model (1971) divided the process of evaluation into five stages - design, installation, process, product and cost (p. 46). The model was revised by Provus in response to criticism but he retained most of its original characteristics. According to this model a comparison is made between performance and standards, resulting in a decision to change the performance or change the standards. The approaches of both Popham and Provus relied heavily on controlled situations and were

not overly flexible to change.

While there are great differences among the models reviewed above, certain trends and shifts of focus are observable. (See Figure 1).

Evaluation Trends	
traditional approaches	→ to new, even radical approaches
scientific	→ to naturalistic
quantitative	→ to qualitative
rigorous, rigid	→ to responsive

Figure 1. General Trends or Shifts of Focus in Evaluation. (Guba & Lincoln, 1981, ch. 1 and 2).

While the literature of educational evaluation theory shows considerable division among theorists, the growing pains of dissent produced a wealth of new choices and options for evaluators and educational planners. But Madaus et al. (1983) warn that:

> Even though there has been increased communication between those advocating positivistic/quantitative approaches to evaluation and proponents of phenomenological/qualitative approaches, there is at present danger of a polarization developing between these camps. The roots of the polarization are not primarily methodological, but instead reflect ideological differences. (p. 17)

Application of Qualitative Research Methods as Proposed by Dissenters

When educational evaluation originally developed, it allied itself closely with the scientific paradigm of inquiry. Quantitative research methods and the methods of testing were the only acceptable research methodologies. It was important, then, for any new discipline to embrace science in order to attain credibility. "The methods of science were being widely utilized and its legitimization was eagerly sought by the fledgling social sciences, including psychology and education" (Guba & Lincoln, 1981, p. 2).

Even in the fields of sociology and anthropology, where qualitative methods would seem most useful, there was suspicion. Research called for rigor and control; the divergent nature of qualitative methods was seen as unscientific and therefore unreliable. But throughout the twentieth century, qualitative research gained wider acceptability and usage. Certainly the leaning toward the qualitative was evident in the dissenting models discussed previously.

Qualitative methods, in the literature of evaluation, may carry other names; they may also be referred

to as naturalistic or humanistic (Cronbach, 1982). In discussing the setting up of an evaluation, Cronbach (1982) expressed concern over potential limitations imposed on studies: "The evaluator should at the outset entertain the widest possible range of questions" (p. 210). Moreover, Cronbach (1982) saw the necessity for the recognition of qualitative methods at the very beginning of an investigation. During the first phase of evaluation:

> Very little of this information is quantitative. The data comes from informal conversations, casual observations and review of extant records. Naturalistic and qualitative methods are particularly suited to this work because ... they enable the evaluator to identify hopes and fears that may not yet have surfaced as policy issues. (p. 210)

Thus, to reject qualitative methods is to limit the scope of the evaluation. This is an especially important consideration when one looks at the directions taken by some of the dissenting models. In the structure of some of these models the use of qualitative research methods is implicit. The emphasis on feedback from different sources during stages in the evaluation process in Stufflebeam's CIPP model is indicative of a qualitative approach (Stufflebeam, 1983, p. 132). Stake's counten-

ance model, while relying on a quantitative tradition, calls for "conclusions derived by collecting and analyzing judgements from all groups and persons with an interest in the project" (Stufflebeam, 1983, p. 123). Moreover, in an essay entitled "The Case Study Method of Social Inquiry", Stake (1978) redefined the concept of case study and asserted its utility in the context of evaluation. "The case need not be a person or enterprise. It can be whatever bounded system (to use Louis Smith's term) is of interest" (p. 283).

Stake (1978) emphasized the utility of the experiential, descriptive nature of case study methods and suggested that, as a method, "case studies can be expected to have an epistemological advantage over other inquiry methods as a basis for naturalistic generalization" (p. 8).

Reference to qualitative methods can also be found in Eisner (1976). He stated that the efficiency movement in education was based on a scientific view of the world and that this view limited evaluation from the outset: "As for evaluation practices they were to be objective; that is they were to describe in quantitative empirical terms whether or not the goals of the curriculum were achieved" (p. 135).

Eisner (1976) saw the shortcomings of quantitative methods as too much emphasis on testing and the creation of a situation where "uniformity becomes an aspiration" (p. 135). In presenting his connoisseurship and art-criticism model, Eisner advocated qualitative methods. He described the components of educational criticism as "description, interpretation and evaluation or appraisal of what one sees" (p. 140).

In presenting his responsive evaluation model, Robert Stake (1973) described it as an old alternative. He described responsive evaluation as "evaluation based on what people do naturally to evaluate things; they observe and react" (p. 292). Thus the elements of observation and reaction inherent in qualitative research form the basis of Stake's responsive approach.

In the approaches to modern evaluation, one finds a denial of the notion that qualitative research does not yield credible results, and also a questioning of the notion that scientific credibility is based on validity. Scriven (1983) suggests that what one individual experiences is not necessarily unreliable, biased or a matter of subjective opinion, just as what a number of individuals experience is not necessarily reliable (p. 231).

In Effective Evaluation, Guba and Lincoln provide a

comprehensive study of naturalistic methods of inquiry in educational evaluation. According to Guba and Lincoln (1981), the problems of rigor encountered by those who utilize naturalistic methods "arise from the inquirer's need to persuade other inquiries or audiences of the authenticity of the information provided and the interpretations drawn from it" (p. 87). Guba and Lincoln present a comparison of both paradigms. (See Figure 2).

In the literature of dissent perhaps the one solid commonality that has emerged is the tendency to accept naturalistic and qualitative methods within the educational evaluation context. The traditional resistance to qualitative methods, despite their attractiveness, may have derived from the common view that accepting qualitative methods meant total rejection of the quantitative. However, Cronbach (1982) insists that qualitative and quantitative methods can co-exist, doing different but related work. "Some of the debates regarding evaluation have encouraged the mistaken impression that objective, quantitative, focused methods are incompatible with humanistic, qualitative, wide-band inquiry. In fact the two should be working hand in hand" (p. 301).

Postures About	Paradigm: Scientific	Paradigm: Naturalistic
General Characteristics		
Preferred techniques	Quantitative	Qualitative
Quality criterion	Rigor	Relevance
Source of theory	A priori	Grounded
Question of causality	Can z cause y?	Does x cause y in a natural setting?
Knowledge types used	Propositional	Propositional and tacit
Stance	Reductionist	Expansionist
Purpose	Verification	Discovery
Methodological Characteristics		
Instrument	Paper-and-pencil physical device	Inquirer (often)
Timing of the specification of data collection and analysis rules	Before inquiry	During and after inquiry
Design	Preordinate	Emergent
Style	Intervention	Selection
Setting	Laboratory	Nature
Treatment	Stable	Variable
Analytic Units	Variables	Patterns
Contextual Elements	Control	Invited interference

Figure 2. Derivative Postures of the Scientific and Naturalistic Paradigms. (Guba & Lincoln, 1981, p. 65).

As evaluation matures, it may be possible to achieve an integration of the two research paradigms. Moreover, as Madaus, Scriven and Stufflebeam have contended, dissent in educational evaluation has occurred primarily on ideological, not methodological, lines (Madaus et al. 1983, p. 17). Wolf and Tymitz (1977) state:

> Natural inquiry is no less rigorous than traditional experimental research. It is simply different. The paradigm of natural inquiry is comprehensive in scope, demanding in design and requires a set of honorable skills that even some rigid experimentalists lack (although they might be embarrassed to admit it). (p. 7)

Program Evaluation

In the early history of educational evaluation, the notion of "program" evaluation did not exist. Educational evaluation, comprised mainly of measurement, focused on controlled variables, individual differences and specific areas within curricula (Guba & Lincoln, 1981). Even when evaluators dealt with large problems, they focused on narrow areas of study. This is demonstrated by the example of Joseph Rice (1913) who, in dealing with the question of whether school time was being used efficiently, focused on the time spent on

spelling drills. The narrow focus of evaluation was maintained until the 1950s, when standardized testing was generally held to be the method of program evaluation (Madaus et al. 1983). Standardized tests simply did not have the scope to evaluate whole programs; they were necessarily directed to small content and performance areas. Indeed, the notion of evaluating whole 'programs' would only appear when evaluation began to move away from measurement.

Program evaluation emerged in the 1960s. This progression can be organized into several causally-linked steps. First, great amounts of money were spent on education and whole new programs were developed. Second, accountability was important, as was the success of the new programs. Thus, whole programs had to be evaluated, not just specific components. Third, the lack of diversity in evaluation models of the time led to the development of a host of new models. Given the context of their development, many of these new models and approaches were designed to deal with programs instead of small content areas or individual differences (Madaus et al. 1983). The development of various, often dissenting, models added to the scope of what evaluation could and should do.

> A decade ago, social scientists carrying out evaluations tended to concentrate on providing estimates of the relative effectiveness of programs. As experience accumulated, however, it became increasingly clear that more knowledge was needed in designing, improving, and implementing programs. Hence, the scope of evaluation has been enlarged to include research in support of policy formation and program development. (Raizen & Rossi, 1981, p. 40)

While the evaluation of programs has developed rapidly, there are still many problems, some of them as basic as problems of definition. The definition of 'program' itself is a broad one. According to Stake, "A program may be strictly or loosely defined. It might be as large as all of teacher training in the United States or it might be as small as a field trip for the students of one classroom" (Stake, 1973, p. 287).

There are also many different perceptions of how, when and why evaluations should be carried out. In a 1977 paper, Cooley identified six requirements for evaluations of programs and emphasized the multi-dimensional nature of evaluations. Eichelberger (1979) isolated four fundamental issues related to program evaluation, including the existence of contending stakeholders, the subjectivity involved in collecting and interpreting data, knowledge of assumptions on which evaluations are based and the need for flexibility. Another lingering

question surrounds the necessity for a clear definition of the difference between educational evaluation and other research (Raizen & Rossi, 1981).

But while questions remain, standards for program evaluation have been studied and established in general terms. The Joint Committee on Standards for Educational Evaluation (1981) has published a comprehensive set of standards on the four important attributes of evaluation: utility, feasibility, propriety and accuracy (p. 13).

One of the effects of the growth of educational evaluation, and particularly of program evaluation, has been a change in the role of the evaluator:

> The evidence of this crystallization of a professional identity is readily apparent: we now have evaluation models, evaluation societies, evaluation standards, and various types of evaluation awards. From a part-time activity for educational researchers in the mid-1960s, we seem to have developed a new professional identity in the 1980s. (Smith, 1983, p. 383-384)

As the focus of evaluation shifts from narrow areas of study to whole programs, practitioners become full-time members of a distinct discipline. Moreover, as this happens, evaluation in education becomes more clearly defined as separate from both research and measurement.

Chapter III

IMPLEMENTATION OF NATURALISTIC METHODS

Introduction

The new field of educational evaluation, expanding rapidly during the latter part of the twentieth century, had been traditionally bound within the scientific inquiry paradigm. However, one sees the emergence of qualitative methods in the context of what evaluators call naturalistic inquiry (Guba & Lincoln, 1981). In discussion of methodology, Guba and Lincoln (1981) note that both quantitative and qualitative methods can be used in support of either paradigm but "when concepts or characteristics are yet to be discovered, it is not possible to state them precisely beforehand, and measurement is impossible" (p. 64-65). Thus, since there are situations which cannot be reduced to variables, the scientific paradigm with its reliance on quantitative methods is often inadequate. According to Guba and Lincoln (1981), quantitative methods are formal, consensual and objective, fitting into the preordinate evaluation mode. Responsive evaluation, on the other hand,

requires the informal, pluralistic, subjective characteristics which typify qualitative methods (p. 28).

The Evaluation

The writer served as a member of the evaluation team which was charged with the responsibility to evaluate the enrichment program. This evaluation experience provided an opportunity to perform a naturalistic evaluation. It was the intention of the author to explore through a case study, the suitability of the naturalistic approach to the evaluation of this type of program.

This case study focuses on the Enrichment Program developed by the Roman Catholic School Board for St. John's, Newfoundland. Upon the request of the School Board an evaluation team, which included the author, embarked on a long term naturalistic evaluation of the pilot program. The team members engaged in the evaluation on a part-time basis, since all had full-time professional commitments.

Cronbach (1982) states that the purpose of program evaluation must be improvement. The underlying assumption of Cronbach's concept of evaluation is that the

program being evaluated serves a significant need and will continue to exist.

It was in this spirit that the evaluation of the enrichment program was undertaken. The evaluators did not consider as within their parameters the question of whether or not education for the gifted should exist. Rather, evaluators accepted, as all educators must in the 1980s, that learners with special needs must be provided with the opportunity to develop their unique talents, skills and abilities, to the extent that human and non-human resources can be made available.

The Enrichment Program

The enrichment program began with a two-year pilot period through 1984 and 1985. While recognizing that the widely accepted definition of giftedness encompasses those with demonstrated achievement or potential in general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability, the School Board focused on those with general intellectual ability and specific aptitudes during the pilot period. This narrower focus was dictated by such factors as staffing capability, costs, and the experimental or trial

nature of the program.

The program followed a withdrawal enrichment model, with students withdrawn from regular classes for two half-day periods in each six-day cycle. The intent of the program was to provide "learning activities and subject matter not normally found in the regular school curriculum" (Committee for Gifted and Talented Students, 1983, p. 14). During the first year, students were selected at the grade five level from four schools. In the second year students from eight other schools were added, and grades five and six groups from twelve schools attended enrichment classes. Classes were held at St. Pius X Elementary and Junior High Schools in St. John's.

Students were selected through a number of identification procedures. These included a general intelligence test (Canadian Cognitive Abilities Test), a general achievement test (Canadian Test of Basic Skills), teacher checklists and recommendations, followed by an individual intelligence test (Wechsler Intelligence Scale for Children - Revised) for those tentatively identified through previous measures.

During the pilot period the program was operated by an enrichment teacher-coordinator and two full-time teachers. It was intended that the program grow and

expand in the following directions:

1. Encompass more than the intellectually and academically gifted.
2. Encompass students from all schools under the jurisdiction of the School Board.
3. Provide an enrichment program for inclusion in regular classes.
4. Expand to the high school grades.

The goal of the enrichment program, as stated in the Enrichment Report (1985) was "to provide a differentiated curriculum which offers stimulating and challenging learning opportunities to children who are identified as being gifted" (p. 10). Eleven general objectives were identified as follows:

1. To develop skills in productive thinking.
2. To develop skills in critical thinking.
3. To develop skills in creative problem-solving.
4. To provide research skills which will allow students to become independent learners and investigators of real problems.
5. To explore topics in mathematics different from those in the regular curriculum.
6. To develop the ability to express ideas clearly and fluently both in writing and orally.
7. To promote the growth of a positive self-concept and interpersonal skills.

8. To develop the ability to listen and work well with others.

9. To develop skills which enable students to develop cultural and societal values.

10. To discover and develop the gifts and talents of students in other areas (music, art, drama) so that their potential may be nourished.

11. To develop the ability to make sound moral judgements. (p. 11-12)

The curriculum and classroom experiences of the enrichment program were grounded in Bloom's taxonomy of educational objectives, which describes hierarchically the acquisition of knowledge, skills, and values. The intent was to focus upon the higher levels, as encompassed in the abilities to apply, analyze, synthesize and evaluate knowledge, and the development of sound attitudes and values.

At the end of the pilot period, in September, 1985, the evaluation study was formally begun.

The Evaluation Scheme

"What is an appropriate focus for gifted evaluation? How can we justify focusing program evaluations on questions connected to improving the program rather than judging its success?" (Callahan, 1983, p. 38).

In choosing a suitable program evaluation model, it was necessary to consider the underlying assumptions which dictate the function of each model. The typical approach to educational evaluation in the past five decades has been the Tyler Model. This model is based on cognitive gains in relation to attainment of behaviourally stated objectives. Data are usually quantitative and consist, for the most part, of pre and post scores on achievement and other norm-referenced measures.

The Tyler Model was certainly not suited to evaluation of the enrichment program. The enrichment program had, as a philosophical base, the intent to offer experiences not normally available in the regular classroom - opportunities to develop creative thinking and production skills, problem solving abilities - things that focus on long-term development rather than short-term knowledge gains. Furthermore, measures of cognitive gains would show little difference in pre and post scores, since gifted students, for the most part, achieve high test scores systematically. It would be difficult to demonstrate significant post-test gains.

An approach suited to the enrichment program evaluation falls within the framework of naturalistic evaluation. Such evaluations are based on the assumption that

instruction is designed to meet the actual needs of learners. Through a field study approach, responsive evaluations seek to discover what the program means to all of the various groups affected by the program. The goal is to provide understanding of the diversity of the total program (House, 1978). Naturalistic evaluations have two main thrusts: describing and judging. Description focuses upon the program and its events: the setting, the participants, and the processes. Judgement focuses on deriving standards, analyzing data, and creating a holistic picture of program effectiveness in terms of audience concerns and issues.

In the literature of evaluation, the field study approach is usually referred to as naturalistic. The thrust of naturalistic evaluation is to discover rather than to verify. In order to discover, describe, and understand, the evaluator must "immerse himself in the investigation with as open a mind as possible ... permitting impressions to emerge" (Guba, 1978, p. 13).

The design of a naturalistic evaluation cannot be planned prior to the beginning of the evaluation. Rather it should be emergent, that is, unfolding as the evaluation is in progress. To discover, as opposed to verify, one must enter the setting with as few preconceptions as

possible. Data collection normally takes place over an extended period of time, and typical data collection activities include analysis of program documents and records, on-site observations, interviews and questionnaires. Each data-gathering activity points the direction for future exploration.

Of necessity, this type of evaluation is time-consuming. Evaluators must learn as much as possible about the program. To do so requires reading, study, and maybe months of exploration. The payoff for such long-term activity is, hopefully, an evaluation which has depth, and presents meaningful and utilitarian information for all involved in the program.

> Many people have raised questions about how one goes about evaluating enrichment activities ... The first and most important prejudice to be discarded regarding such evaluation is the almost absurd notion that these activities can be evaluated through use of standardized achievement tests. These are designed to measure proficiency in basic skill areas, abstract thinking, and concept formation. They are inappropriate for reaching conclusions about the amount and quality of student growth and development. (Renzulli & Smith, 1979, p. 45)

Results of Evaluation

Introduction

The remainder of this chapter provides a summary of the procedures evaluators carried out in generating the data. It also provides a summary analysis of the data in order to demonstrate the depth, scope, and variety of data available to the naturalistic evaluator. The early stages of the evaluation involved a comprehensive review and analysis of enrichment program documents and the literature on the education of the gifted. This preliminary reading ended with the identification of audiences.

Identifying Audience Concerns and Issues

The evaluation was guided by the information needs of various audiences, as suggested by Stake (1975). Audiences are "those persons entitled by virtue of holding a stake to propose concerns and issues and to receive a report responsive to their information needs" (Guba & Lincoln, 1981, p. 37).

Eight potential audience groups were initially identified. They included:

- School Board members and personnel responsible for the enrichment program;

- parents;
- students;
- enrichment program teachers;
- regular classroom teachers with students attending enrichment classes;
- school principals;
- executive members of the provincial association for the gifted;
- representatives of the Special Education Division, Department of Education.

The last two groups were external to the School Board, therefore evaluators decided their concerns and issues should not in any way govern the evaluation, nor should they be reported to directly by evaluators. Rather, School Board personnel should be free to decide on the sharing of evaluation reports with these groups.

Concerns and issues were elicited from five of the remaining six groups. Students were excluded at this stage because evaluators planned to talk to this group early in the evaluation process, and concerns and issues could be elicited informally during preliminary interviews. Of the five groups, approximately half of each group received a brief questionnaire (see Appendix B), seeking clarification of their role in the program, their

concerns, issues, and expectations, and their opinions as to the main indicators in judging the overall effectiveness of the program.

Questionnaire recipients were then interviewed by telephone, when possible, or asked to return the completed questionnaire. All audience groups responded at a minimum of seventy-eight percent (78%) response rate. Questionnaire and telephone responses were then content analyzed and summary sheets prepared.

The main concerns and issues of the various groups were encompassed in the following categories:

1. Identification and Selection Procedures
2. Curriculum Issues
3. Impact on Regular Program
4. Evaluation and Reporting Procedures
5. Communication Procedures
6. Program Scheduling
7. Program Future

Program Components

> A comprehensive evaluation should broaden the scope of issues raised and seek answers to questions which relate to the overall function of the program. In fact it should be so broadened as to include not only assessments of the impact of the program on its clientele - i.e., gifted students - but also attempt a thorough description of the program's actual components. (Callahan, 1983, p. 3)

During preliminary planning evaluators found it essential to read much of the documentation on the initiation of the enrichment program, and to explore the literature on the education of the gifted. It soon became evident, through these readings, that the complexity of the program would lead to chaos in the collection and analysis of data, unless the program was divided into manageable units. Through analysis of program documents, 11 distinct program components were identified. They included:

1. Program Goals and Objectives
2. Curriculum
3. Classroom Activities
4. Identification and Selection Procedures
5. Facilities and Resources
6. Staff
7. Students
8. Learner Evaluation Procedures
9. Reporting Procedures
10. Communication Procedures
11. In-service Training

Standards

Before data could be collected from the various

audiences it was necessary to derive standards. The standards set the stage, so to speak, for the evaluation activities which would follow. The process of deriving standards required the evaluators to use a variety of sources.

A review of the professional literature in North America provided a comparative base in judging the enrichment program. This was an invaluable approach which directed evaluators to a variety of sources.

Guba and Lincoln (1981) suggest that:

> the evaluator should consult original proposals and other planning documents, papers and other available documentary sources, persons involved in the original planning should be interviewed to discover their recollections, ... for descriptive information he/she should mount a program of monitoring and observation; the audience concerns and issues are a valued source; solicits opinions of expert panels, find appropriate listings of criteria in the professional literature. (p. 360-361)

Consequently, preparing to derive standards involved not only intensive reading of the literature but also contacting and consulting local experts in the field: for example, those who have studied, taught and conducted research in the field of gifted education.

Analysis of program goals and objectives provided another source from which to derive standards. The

completeness and clarity of the Roman Catholic School Board's goals and objectives for the enrichment program facilitated what might otherwise have been a difficult process. Callahan (1983) emphasizes the relationship between clear goals and effective standards:

> Unfortunately finding those instruments which will assess the goals of gifted programs have been very difficult. In the first place, the desired outcomes of the gifted program are often not well defined, if stated at all. Further, it is often difficult to pinpoint exactly what the program hopes to achieve ... without such a definition of goals and objectives inappropriate standards of measurement and invalid instruments can easily be used by evaluators of gifted programs as the criteria of success. (p. 4)

For the purposes of clarification, a note should be made here regarding "goals" and "objectives". Throughout the literature on gifted and talented education, goals and objectives are used interchangeabley, though they do have distinct meanings and purpose. In general "goals provide the sense of direction to be taken within program development, and the objectives provide the means of transporting theory into practice" (Alexander, 1982, p. 99).

Another method of deriving standards involved examination of program documents. Also examined were information available on other programs with similar goals and philosophical bases. For the purposes of comparative

criteria some gifted programs in Canada were reviewed. Furthermore, the evaluations conducted on these programs, if in fact done, were consulted. Evaluation material from Alberta was most accessible since Alberta has been working to establish provincial standards for gifted education.

"An evaluation must be appropriate to the program setting, responsive to program issues, and relevant to the program community and interested observers - their concerns, issues and interests" (Kemmis, 1986, p. 138). Since a key feature of this particular evaluation was focusing on audiences, these concerns and issues provided standards. Since the program was yet in its infancy at the time of the evaluation, new concerns and issues were constantly being raised. For the evaluators, an important aspect of the evaluation was to provide a response to the concerns and issues raised. For example, as the program developed, a key concern of the parents was the dual expectations of their children - one coming from the homeroom, and another from the enrichment program. Since it was both desirable and necessary to have parental input into the program, it was important that the evaluators address these parental concerns.

The above methods of deriving standards were guided

by a comprehensive set of standards developed and published by the Joint Committee on Standards for Educational Evaluation (1981). A committee of seventeen members suggested thirty standards, organized into four major groups: utility standards, feasibility standards, propriety standards, and accuracy standards.

All of the above sources were incorporated in a comprehensive set of standards for each of the eleven program components, as follows.

Program Goals and Objectives

1. Based on current and sound theory, according to the literature;
2. Meet expectations of various audiences;
3. General and specific objectives are feasible (capable of being achieved) given program constraints;
4. General and specific objectives are clearly stated in writing;
5. General and specific objectives are known by various audiences;
6. General and specific objectives are relevant to learner needs;
7. General and specific objectives are comprehensive;
8. Objectives for the affective domain are included.

Identification and Selection Procedures

1. Based on current and sound theory, according to the literature;
2. Are comprehensive in scope, including a variety of procedures;
3. Include an appeal procedure;
4. Are flexible, permitting retesting or re-evaluation in the future;
5. Meet expectations of various audiences;
6. Do not miss potential students.

Curriculum

1. Based on current and sound theory, according to the literature;
2. Meets expectations of various audiences;
3. Has potential to achieve program goals and objectives;
4. Follows a process-oriented model;
5. Emphasizes affective as well as cognitive development;
6. Is based primarily on student needs;
7. Offers the variety and scope to provide for individual interests.

Classroom Activities

1. Reflect the curriculum, goals, and objectives;
2. Based on current and sound theory, according to the literature;
3. Meets expectations of various audiences;
4. Encourage independent work;
5. Permit flexibility in time allotted to various activities;
6. Encourage individual exploration and reading in areas of special interest;
7. Provide varied approaches in teaching and learning.

Facilities and Resources

1. Provide for flexible use in large group, small group, and individual work;
2. Provide a variety of learning stations;
3. Are adequate for curriculum support purposes;
4. Are available on a flexible time basis as opposed to scheduled time;
5. Provide a comfortable work environment;
6. Provide a stimulating work environment.

Enrichment Program Staff

1. Staff units allotted are adequate;

2. Time allotted for various duties is adequate;
3. Planning time is adequate;
4. Time allotted for public advocacy role is adequate;
5. Exhibit strengths in the various responsibility areas;
6. Provide warm, positive, non-threatening environment;
7. Exhibit knowledge of gifted learners and education of the gifted.

Students

1. Maintain school achievement record;
2. Display social and emotional adjustment;
3. Are capable of coping with the workload of enrichment and regular classes;
4. Express positive attitudes about the program;
5. Wish to continue in the program;
6. Display evidence of originality and creativity in assigned work;
7. Exhibit acceptance of their giftedness through self esteem.

Learner Evaluation Procedures

1. Evaluation methods are known and understood by parents;

2. Evaluation methods are known and understood by students;
3. Evaluation methods are known and understood by regular classroom teachers;
4. Follow a formal plan or procedure;
5. Based on current and sound theory according to the literature;
6. Focus on ongoing, developmental progress to reflect goals and objectives;
7. Incorporate self-evaluation activities.

Reporting Procedures

1. Reflect student development and progress;
2. Meet expectations of various audiences;
3. Occur frequently and regularly;
4. Are available to all groups - parents, regular classroom teachers, and students;
5. Are relevant to the information needs of various groups.

In-Service Training

1. Funding available for those requiring in-service;
2. Time release available for those requiring in-service;

3. Follows a formalized plan;
4. Provided for those peripheral to the program - school principals, classroom teachers, etc.

Communication Procedures

1. Meet expectations of various audiences;
2. Established communication network throughout the school board;
3. Provided on a regular basis;
4. Provides relevant information;
5. Includes arrangements for external communications.

Type of Data Generated

Through observations, interviews, document analysis and questionnaires much raw data was collected on the Enrichment Program. The following sections provide a selected summary of that data according to the 11 program components. The selection of summary data reflects the types of data usually elicited through naturalistic methods.

Program Goals and Objectives

In developing any program the delineation of goals and objectives is crucially important, since these form the theoretical framework for curriculum development, classroom instruction and evaluation. The goals and objectives of the enrichment program are summarized as follows:

Goal: To provide a differentiated curriculum which offers stimulating and challenging learning opportunities to children who are identified as being gifted.

Objectives:
- Productive thinking skills development
- Critical thinking skills development
- Creative problem-solving skills development
- Research skills development
- Mathematical skills development
- Communications skills development
- Development of positive self-concept
- Development of listening skills
- Development of interpersonal skills
- Values education
- Development of abilities to make moral judgements

Audience concerns and issues. All six audiences canvassed regarding their particular concerns about the enrichment program failed to mention the objectives of the program. The assumption was, on the part of audiences, that objectives were developed and were educationally sound. Concerns related to objectives were expressed in terms of curriculum concerns.

Data summary. Classroom observations and interviews with numerous subjects led evaluators to the conclusion that the objectives, as stated generally in program documents and specifically for each unit, were reflected in both the curriculum and classroom activities.

Observations demonstrated that both cognitive and affective development were emphasized, and that classroom activities focused on creative thinking and problem-solving skills, research skills, communication skills, and personal growth and development. And certainly the overall goal of a differentiated curriculum was the focus of development within the program.

Observations also indicated that, while specific objectives were delineated for thematic units, only enrichment teachers seemed to be aware of them. Students were frequently vague about what was expected of them in

their day-to-day classroom activities. Interviews' disclosed that parents also were not aware of specific objectives.

The following tables indicate the responses of various groups regarding program goals and objectives. Data presented in tables throughout this section are derived from interviews, questionnaires, and rating scales.

Table 1

Parental Response re Having Seen Written Objectives

Opinion	n = 33	%
Yes	15	46
No	14	42
Total	29	88*

*Percentage of less than 100 indicates missing data.

Table 2

Regular Classroom Teacher Opinion re Attainment of Enrichment Program Objectives

Opinion	n = 36	%
To a Great Degree	13	36
To Some Degree	1	3
Not At All	14	39
Do Not Know	6	17
Total	34	95*

*Percentage of less than 100 indicates missing data.

Table 13

Student Knowledge of Objectives of the Enrichment Program

Opinion	n = 30	%
Know Objectives	9	30
Do Not Know Objectives	9	30
Not Sure	12	40
Total	30	100

Selected comments from open-ended questionnaire and interview data:

Regular Classroom Teachers

- I need to know more on objectives, curriculum, and strategies of the gifted program.
- Are the objectives different from ours in the regular classrooms?

Students

- We don't have any objectives.
- Expectations are okay - they suit our accomplishments.
- We're supposed to discover here, rather than be told things.
- I don't know the objectives, but I could figure them out from the kind of work we do.
- I know them generally, but I couldn't tell them to you.

Curriculum

The curriculum of the enrichment program, according to program documents, is in theory designed in accordance with the stated goals and objectives. Therefore, its

focus is problem-solving, creative thinking, research, and communication. As such it differs from the regular curriculum: it is not subject-matter oriented, nor is it bound by arbitrary constraints of established disciplines.

The curriculum follows a theme or module approach with topics such as television, astronomy, space, or mythology forming the content of sets of learning activities. There is an emphasis, through the curriculum, on independent work, and to the extent possible on meeting individual learner interests and needs through a year long research project.

The curriculum follows a process model, designed to encourage and develop learning skills rather than promoting the acquisition of a given body of knowledge. It is based on Bloom's Taxonomy (1956), which delineates hierarchical levels of knowledge, growth, and development. Emphasis, in the enrichment curriculum, is placed on the higher levels of the taxonomy.

Audience concerns and issues. The main concern expressed by educators was that the curriculum should allow for the attainment of program goals and objectives. Parents were concerned that the curriculum

diminish boredom and encourage enthusiasm and involvement. Concern was also expressed that communication skills be emphasized, and that generally an arts versus a science focus be encouraged. Classroom teachers alone preferred more emphasis on science. All groups expressed concern that the curriculum offer diversity and foster enjoyment in learning through stimulation of student interests.

Data summary. Through twelve half-day visits to the enrichment setting from October to December, 1985, the evaluators observed the curriculum in action, or as implemented. Throughout the fall semester, grade six and seven classes were working on an Astronomy unit. This thematic unit had been developed in the form of activity cards which students chose and worked on individually. Students had no other choice of thematic unit during this period.

Other aspects of the curriculum, as observed through classroom interactions, included affective elements and values formation by discussing issues emanating from students as well as problem-solving and creative thinking exercises and creative writing.

During observation periods the curriculum appeared

to be process-oriented and in line with program objectives. There was a definite humanities orientation, with little emphasis given to science. Communications skills, both oral and written, were heavily emphasized. The main weakness, as observed through classroom activities, was the lack of choice among thematic units. All students had to complete work in the Astronomy unit for an extended period of time, providing little opportunity to capitalize on individual student interests.

The following tables indicate responses of various groups regarding the enrichment curriculum.

Table 4

Regular Classroom Teacher Opinion re Gifted Student Needs Being Adequately Met Through the Regular Curriculum

Opinion	n = 36	%
Strongly Agree	1	3
Agree	20	56
Disagree	13	36
Strongly Disagree	0	0
Total	34	95*

*Percentage of less than 100 indicates missing data.

Table 5

Regular Classroom Teacher Opinion re Existence of Basic Differences in Regular and Enrichment Curricula

Opinion	n = 36	%
To a Great Degree	9	25
To Some Degree	0	0
Not At All	11	31
Do Not Know	14	39
Total	34	95*

*Percentage of less than 100 indicates missing data.

Table 6

Parental Opinion re Gifted Student Needs Being Adequately Met Through the Enrichment Program

Opinion	n = 33	%
Strongly Agree	3	9
Agree	18	55
Disagree	6	18
Strongly Disagree	1	3
Total	28	85*

*Percentage of less than 100 indicates missing data.

Table 7

Student Preference re Curriculum Content in Enrichment Program

Opinion	n = [illegible]	%
Arts (Writing, Drama, Drawing, Painting, etc.)	14	18
Mathematics/Sciences	29	38
Other	33	44
Total	76	100

Selected comments from open-ended questionnaires and interview data:

Regular Classroom Teachers

- There is no carryover of the enrichment curriculum to the regular classroom.
- The diversity of the enrichment curriculum alleviates boredom for these students.
- Enrichment curriculum is not complementary to the work expected in the regular classroom.

School Principals

- These students are finally getting their special needs met through the enrichment curriculum.

Parents

- The curriculum provides a challenge completely missing from the regular program.
- My child has become interested in many different areas because of exposure to enrichment program.
- Not enough science.

Students

- I wish we had more drama and role-playing.
- I like all the different subjects.
- I like learning things that are not just in a textbook.
- There's a lot more variety here (enrichment class).
- The things we learn here are more interesting.

Classroom Activities

Implementation of the curriculum can be observed at the classroom level through teaching and learning activ-

ities. Students in the enrichment program attended classes during the pilot period for two half-day periods in each six-day cycle, one morning period and one afternoon period.

Audience concerns and issues. The main concern of parents was that the curriculum, as implemented at the classroom level, decrease boredom and meet individual student interests. Regular classroom teachers were concerned that regular classroom work suffered neglect in favour of enrichment activities. Students expressed concern that enrichment classroom activities be focused on their special interests, and that there be more student selection of learning activities.

Data summary. Through numerous observation periods and interviews with various groups, evaluators were afforded the opportunity to become familiar with enrichment classroom activities. The half-day periods followed a regular schedule, with minor variations. The period began with a brief meditation or prayer, sometimes teacher led but more often student led. This was followed by a discussion period, referred to as the boundary breaker. Usually a student would pose a

question - frequently the hypothetical or "what if" type - and others in the group would respond in turn. The discussion period usually took place over 30 to 40 minutes. Following the boundary breaker, time would typically be spent on logic or word puzzles which had been attempted at home between class meetings. This would often be followed by a writing activity - short stories, letters, allegories, and the like. Writing activities were usually in response to instruction or direction on the part of the teacher.

Library periods permitted time for independent work on ongoing modules, in the case of the observation periods an astronomy unit. During library periods computer activities were scheduled, with students taking turns working on the four computers available.

Sometimes regular routines for classroom activities were broken by films, or by visitors who shared their own particular areas of interest or expertise. Infrequently art periods were held, usually in relation to a previously experienced classroom activity.

Classroom activities were, for the most part, large group and small group work. In two separate morning periods, observations were made regarding type of work, on an individual to large group continuum. Evaluators

found, on the first morning, that 90% of the work was classified as large group and 10% was classified as individual. On the second morning, approximately ten days later, 40% of the work was classified as large group, 20% as small group, and 40% as individual.

In general, throughout observation periods, there was individualization only to the extent that students could make choices within the parameters of a given activity. Time was somewhat flexible compared with the regular classroom in that given activities could be continued for an extended period, but again, individual students were limited by the time allotted to the group.

On the whole, classroom activities reflected the goals and objectives of the program. There was heavy emphasis on creative thinking and problem-solving activities. Through instruction and discussion the teacher encouraged creative thinking by posing open-ended questions. Oral communication skills were emphasized, including listening skills. Through the boundary breaker activity, students not only explored diverse topics, some frivolous and some of serious moral consequence, but they were also instructed covertly in the principles of oral communication, debate, and discussion.

Throughout the half-day periods, there was evidence

of greater participation, on the part of students, in oral communication activities than is usually evidenced in the regular classroom. On three separate morning periods, checklists were used by evaluators to trace teacher/student communication patterns. Student participation in communication during the three mornings was never less than 25%, and reached a high point of 60% participation. In general, it was found that teacher and students shared communication activities and contributed to the classroom communication equally.

Table 8

Teacher/Student Communication Patterns in Enrichment Classroom

Communication Control	% High	% Low
Teacher Led	75	40
Student Led	60	25
Teacher to Student (Individual)	66	50
Student to Teacher (Individual)	50	33

The following tables indicate response of various groups regarding enrichment classroom activities.

Table 9

Parental Opinion on Whether Enrichment Classroom Activities Meet Interests of Child

Opinion	n = 33	%
Yes	23	70
No	4	12
Total	27	82*

*Percentage of less than 100 indicates missing data.

Table 10

Parental Opinion re Classroom Activities Developing Child's Potential

Opinion	n = 33	%
Yes	26	79
No	3	9
Total	29	88*

*Percentage of less than 100 indicates missing data.

Table 11

Student Attitude Toward Enrichment Classroom Activities

Opinion	n = 77	%
Different	2	3
Fun	8	10
Boring	7	9
Interesting	60	78
Total	77	100

Table 12

Regular Classroom Teacher Perception on Whether the Gifted Child's Special Needs are Being Met by Enrichment Classroom Activities

Opinion	n = 36	%
To a Great Extent	8	22
To Some Degree	1	3
Not At All	14	39
Do Not Know	10	28
Total	33	92*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaires and interview data.

School Principals

- Students attending enrichment classes are overburdened with extra work.

Regular Classroom Teachers

- I find the handouts helpful.
- I would like to know what research topics are covered, so that they (students) don't end up repeating the same work.
- The enrichment class activities give those students a chance to work together and share interests.

Students

- I find that we learn by doing, and I like that.
- There are no tests.
- Even the fun things are a challenge.

Parents

- My child looks forward to enrichment activities.
- The classroom activities are not as varied as last year. There is too much sit-down work.
- My child has been provided with a much better approach to the analysis and solving of problems.

Identification and Selection Procedures

The procedures for identification and selection of students evolved during the pilot period of the enrichment program. At the end of the two year period, a comprehensive identification and selection plan had been developed.

Identification and selection procedures include test scores on group standardized intelligence and achievement tests, and teacher ratings of academic achievement, productive thinking, leadership, and motivational factors. All data are transferred to a matrix, where they are appropriately weighted and summarized, and potential students are identified. Students who are doubtful are given an individualized intelligence test. Based on results of these procedures those who can be accommodated in the enrichment program are selected.

Audience concerns and issues. Much concern was expressed about identification and selection procedures. It was obvious, from some statements of concern, that procedures were not understood by various classroom teachers. In all, it was felt that the primary identification criterion was performance on intelligence tests. Specific concerns expressed by classroom teachers were that selection procedures are too exclusive, creating an intellectual elite. Further, classroom teachers believed that some of those selected were not gifted, and some students not selected were perceived as gifted by them. Generally they felt that there was an overall failure to identify worthy students. Parents expressed concern regarding the trauma of testing and not being selected. Other concerns raised dealt with the male/female ratio of those selected, and the lack of peer support for isolated students selected from a given school.

Data summary. Identification and selection procedures changed considerably during the pilot period. They were broadened to include teacher nominations and weighting of the various identification procedures. At the end of the pilot period, a sophisticated process was

in place. The process, while very time-consuming, is clearly delineated and formally implemented. It is complementary to the process used in programs at the national level, and it provides a degree of accuracy which is deemed acceptable.

While the process is sound, it is not perceived as such, especially by educators. Approximately one third of school principals and nearly one half of regular classroom teachers felt that identification and selection procedures were inadequate, and had little faith in the process. While opinion and lack of faith were not based on factual evidence, the fact that educators felt as they did is a problem in itself, and points to the need for greater involvement, communication, and in-service in this area.

The following tables indicate responses of various groups regarding identification and selection procedures.

Table 13

Student Perceptions of Selection Criteria Used in Their Identification

Selection Criteria	n = 77	%
High Grades (Achievement)	3	4
High IQ	5	7
Special Tests	65	84
Other (Teacher Reference)	4	5
Total	77	100

Table 14

Parental Opinion re Adequacy of Identification and Selection Procedures

Selection Procedures Adequate	n = 33	%
Strongly Agree	2	6
Agree	16	49
Disagree	7	21
Total	25	76*

*Percentage of less than 100 indicates missing data.

Table 15

Regular Classroom Teacher Impressions re Adequacy and Comprehensiveness of Identification and Selection Procedures

Selection Procedures Adequate	n = 36	%
To a Great Degree	4	11
To Some Degree	8	22
Not At All	17	47
Do Not Know	5	14
Total	34	94*

*Percentage of less than 100 indicates missing data.

Table 16

School Principal Opinion re Adequacy of Identification and Selection Procedures

Selection Procedures Adequate	n = 13	%
Yes	7	54
No	4	31
Total	11	85*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaires and interview data.

Regular Classroom Teachers

- I need more information on selection procedures.
- I think there is poor selection of students.
- Students who don't get to attend enrichment classes achieve higher than some who attend.

School Principals

- Regular classroom teachers resent those chosen who have not been highest achievers.
- Others who perform equally well in school are not selected.

Parents

- Being tested and not selected is hard on children.
- Most of those selected, including my own child, are simply bright. I don't think they are gifted.
- I am not familiar enough with procedures to comment.
- I do not know specifically how students are selected.

Facilities and Resources

During the pilot period the enrichment program was housed in two schools within the same complex: St. Pius X Elementary School and St. Pius X Junior High School. One room was provided in each school for enrichment activities. In addition, students had access to school

library resources on a regularly scheduled basis. All observations and interviews were carried out in the Junior High School facility, since students at that level were enrolled in the enrichment program during the pilot period.

Audience concerns and issues. Because audiences were not really familiar with what was available in terms of facilities and resources, no concerns or issues were expressed by most groups. The one exception was the student group. Two concerns were expressed by this group. They were concerned about the future availability of facilities and resources. They were also concerned about the paucity of computer resources.

Data summary. The enrichment classroom was loosely subdivided into two main areas by movable bookcases. One section was a small carpeted area into which chairs were carried during group discussion. The remainder of the room was a general work area. There were a number of small tables capable of seating three to four students each. Along the back wall were a few individual carrels. At the front was the teacher's desk and blackboard. In all, the room size was capable of

accommodating comfortably the enrichment groups, which numbered a maximum of 14.

Generally the classroom was not well-stocked. There were very few books, magazines, or periodicals. There was a small collection of games, puzzles, and models which were rarely used. One item, a chess set, was used daily by a few students in each group. The classroom also lacked visual stimulation, with little in the way of visual displays or bulletin boards to entice students and arouse interest or curiousity. Those displays which were in evidence had lost effectiveness because they had been exhibited for such a lengthy period of time. The classroom furniture, consisting of light and movable tables and chairs, was functional, permitting flexibility for various uses.

In terms of the capability of facilities and resources to support the enrichment curriculum, the school library, with its print holdings and four microcomputers, was essential, since the classroom itself provided very little. The major problem with dependence on resources external to the classroom was the necessity to schedule use of these resources. This is turn made demands on scheduling of learning activities within the classroom, rather than permitting flexible time at given

learning tasks. Ideally resources would be available throughout the day to provide for maximum individualization and independence of students.

The following tables indicate the responses of various groups regarding facilities and resources.

Table 17

Student Opinion on Space Allocation for Classroom Activities

Opinion	n = 77	%
Space Is Adequate	50	65
Space Is Inadequate	25	33
Total	75	98*

*Percentage of less than 100 indicates missing data.

Table 18

Student Opinion re Availability of Resource Materials in Enrichment Program

Opinion	n = 77	%
More Than Enough	4	5
Adequate	54	31
Not Enough	17	22
Total	75	98*

*Percentage of less than 100 indicates missing data.

Table 19

Regular Classroom Teacher Opinion re Money Being Well-Spent If the Needs of Gifted Students Are Being Met

Opinion	n = 36	%
Strongly Agree	0	0
Agree	5	14
Disagree	17	47
Strongly Disagree	11	31
Total	33	92*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaires and interview data.

Regular Classroom Teachers

- More money is needed to maintain all programs.
- Enrichment program should not be funded at the expense of weaker students.

School Principals

- These (enrichment) teacher units should be used to lower overall class size.
- The (enrichment) program should only continue if further cuts are not necessary to maintain it.

Enrichment Program Staff

During the evaluation period the enrichment program was staffed by three full-time educators: two enrichment class teachers and one program coordinator. In addition,

personnel from the School Board performed certain functions, mainly in the area of testing and assessment.

The program coordinator was responsible for numerous aspects of the program, including the provision of enrichment activities in regular classes, the management and coordination of identification and selection procedures, the provision of in-service, the coordination of the program as a whole, future planning and development, curriculum development, and all communication and program advocacy activities.

Enrichment class teachers were involved in classroom implementation activities, or teaching, for four full days of a six-day cycle. The other two days were originally allotted for curriculum development and instructional planning, but at least one day per week was devoted to the provision of enrichment activities in regular classes, and to communication/liaison activities with regular classroom teachers.

All three enrichment program staff members were highly qualified with graduate level training and a wealth of successful teaching experience. They had, in addition to general educational training and experience, attended various in-service functions on education of the gifted and talented, including summer institutes.

Audience concerns and issues. Because audiences were not familiar with the background training and experience of enrichment program staff, little was expressed concerning the staffing of the program. Parents did express concern that students should be exposed to all enrichment program staff, rather than remaining with one teacher over a two year period. Regular classroom teachers raised as an issue the fact that enrichment program teachers are freed from teaching responsibilities for two days of a six-day cycle. For some teachers, this was a contentious issue.

Data summary. Through observation, interviews and questionnaires, a clear picture of the roles and responsibilities of those employed as enrichment program staff emerged. The classroom role is quite different from that of the regular classroom teacher, in that enrichment teachers do not have a pre-formulated curriculum, along with the necessary texts and materials to deliver to students. Rather, enrichment teachers must, with the assistance and guidance of the program coordinator, involve themselves in curriculum development, planning, and implementation.

In the classroom, the enrichment teachers' function,

for a large part, is as leaders and guides, rather than as presenters of subject matter. Given the diverse interests of students, there is a need for responsiveness. In classroom visits it was obvious that an open, non-threatening environment had been established, and the teacher exhibited flexibility in her ability to perform many and diverse tasks.

All three enrichment program staff members were involved with liaison, communication, and reporting activities. Added to the burden of curriculum planning, teaching, and reporting during the evaluation period was the responsibility for delivering enrichment activities in the regular classrooms - during the evaluation period this meant working with 100 teachers in regular classes.

Reporting activities were also time consuming. Both oral and written reports were made frequently to both parents and regular classroom teachers. In addition, reports were made monthly to the Associate Superintendent of the School Board, and annually to School Board personnel. This, added to extensive public relations functions necessitated by the uniqueness of the program in this province, absorbed a fairly large percentage of staff time.

Enrichment program staff were enthusiastic and

energetic individuals, dedicated to the program and willing to work many additional hours to deliver an effective program. All three staff members pointed to the need for additional staff allottments, particularly in the area of curriculum development and planning. Staff members were cognizant of the fact that the curriculum was not able to meet individual student interests and needs to the extent that it should. But lacking a staff member with sole responsibility for curriculum, the program would continue to fall short of the ultimate goal of individualized learning.

Overall, staff members found involvement in the enrichment program personally fulfilling and professionally rewarding. They demonstrated a commitment to the program, the students, and to all those peripherally involved.

Students

Those attending enrichment classes did so in groups of approximately 12 to 14, at the same grade level. Sometimes groups were a heterogeneous mix of male and female students from a variety of schools. Other groups appear to be mostly male, and some groups were comprised of students from a single school (St. Pius X and St.

Joseph's French Immersion).

Students exhibited the usual characteristics of 11 to 13 year olds. They were extremely peer-oriented, and those with friends attending enrichment classes worked and communicated closely at all times. There was little communication or interaction between the sexes.

. Audience concerns and issues. Concerns expressed by various audiences regarding students centered around three main issues: (a) student elitism or isolation as perceived by others; (b) impact on regular classroom work and workload in general; and (c) development of self-esteem. Regular classroom teachers were very concerned with students' inability to attend to regular classroom work, or their careless neglect of assigned work. They also were concerned with the promotion of an "elitist attitude" in these students. Parents' concern focused on the increased workload of students, many of whom were involved in three or more extracurricular activities. Others, along with parents, expressed concern that students become socially isolated from peers in regular classes. Parents were also concerned that the program foster the development of a positive self-image and a growth in self-esteem.

Data summary. Through observations and interviews, evaluators interacted frequently with students in all grade six and seven groups. Generally, it was found that students were interested and enthusiastic about enrichment class work, and dealt well with the more flexible approach to learning activities as evidenced by the absence of assigned seating and group composition, the comparative freedom of movement, and considerably less teacher supervision and direction. Some younger students at the grade six level, especially the male students, lacked the maturity to function well, given the comparative freedom, and for that minority group a more structured environment, for at least part of the time spent in enrichment class, would be beneficial.

Students obviously enjoyed the peer interaction, and many expressed the value of enrichment classes in terms of the opportunity provided to mix with students of similar interests, and to share ideas and exchange information. It was also obvious that peer group support was essential to this age group. Those who were unenthusiastic about the program were those who did not have strong peer support within their enrichment group. In some cases, a single student attended from a particular school. In other cases, one or two girls were isolated

in a group of ten or more boys. In all cases where discontent was expressed, it centered around separation from friends or peers.

Students seemed to cope well with the work in enrichment class, but they were conscious of pressure in the form of increased expectations of their performance in regular classes. Some students reported a slight decline in grade point average in regular class work, and expressed the view that students and regular class teachers expected them to "do better" because they had been identified as gifted.

Despite social and emotional adjustments required as a result of their selection for the enrichment program, the majority of students appeared happy, intellectually stimulated, and committed to the enrichment experience. They coped admirably with pressures exerted by regular classroom teachers and students. This seemed especially true when there was evidence of strong support from parents, for the program and their involvement in it. For those few students who experienced difficulties, either in the form of expressed unhappiness or dropping out, greater assistance in adjusting should have been provided.

In observations of student classroom behaviors,

evaluators noted the amount of time students spent on task during a number of different activities. In typical 30-minute periods, the majority of students were on task two thirds of the time. Those who were not attending to the work at hand were frequently distracted by some other individual concern, or were communicating with one other student. Only very rarely did more than two students spend time together on other than assigned tasks.

One example involves a letter-writing session. Three grade six male students sat together at a table. They were supposedly involved in writing a letter to President Reagan about the Star Wars Project. They spent approximately 15 minutes of the 25-minute period conversing and joking about the topic, and generally "being silly".

Another example involves three female students at the grade seven level. This group spent six minutes of a 30-minute period discussing "band practice". After six minutes, one student broke away, and the remaining two students continued to chat about irrelevant issues for another four minutes. The third student then spent five minutes off-task alone before settling down to the job at hand - a writing assignment.

The following chart provides an example of the level

of involvement with the learning task for one group during a 30-minute period.

Table 20

Student Involvement Level for One Period of Enrichment Class

Student #	Time Spent in Minutes (Total 30)				
	On Task	Off Task	Alone	With One Other	With Two or More
1	23	7	5	2	
2	30				
3	30				
4	8	22*	5	4	6
5	24	6			6
6	20	10		4	6
7	21	9	7	2	
8	22	8	4	3	1
9	22	8	6	2	
10	26	4	3		1

*Additional seven minutes spent at washroom.

Student backgrounds were varied. Seventy-seven students were surveyed by a questionnaire which sought, in addition to their thoughts and feelings about the enrichment program, a variety of demographic data. It was found that the largest groups of students in the enrichment program come from two schools: St. Pius X and St. Joseph's (French Immersion).

Table 21

School Origin of Students Attending Enrichment Classes

School	n = 77	%
St. Pius X	22	29
St. Joseph's	11	14
St. Paul's	7	9
Mary Queen of Peace	7	9
Beaconsfield	6	8
St. Bonaventure's	6	8
Roncalli	4	5
St. Augustines	4	5
St. Patrick's	2	3
Our Lady of Mercy	2	3
Presentation	2	3
St. Theresa's	1	1
Holy Cross	1	1
Total	75	98*

*Percentage of less than 100 indicates missing data.

Parental occupations were also analyzed, and data indicate that most students came from homes where one parent was categorized as professional or upper-level management. A considerable number of students had mothers who were not employed outside the home.

Table 22

Mothers' Occupations

Occupation Classification	n = 77	%
Professional	28	36
Homemaker	30	39
Administrative/Clerical	9	12
Technical	3	4
Student	2	3
Other	4	5
Total	76	99*

*Percentage of less than 100 indicates missing data.

Table 23

Fathers' Occupations

Occupation Classification	n = 77	%
Professional	37	48
Management	11	14
Supervisor	3	4
Administrative/Clerical	5	7
Technical	4	5
Other	9	12
Total	69	90*

*Percentage of less than 100 indicates missing data.

Student involvement in extra-curricular activities was heavy, with many students involved in a variety of events. These were very busy children. The most popular activities were in the categories of music and team sports.

Table 24

Number of Extra-Curricular Activities Per Student

Number of Activities	n = 77	%
No Formal Activities	8	10
One Activity	18	23
Two Activities	14	18
Three Activities	16	21
Four Activities	9	12
Five or More Activities	12	16
Total	77	100

The majority of students attending enrichment classes came from homes where there was a lot of support for their development. Students were, for the most part, provided with opportunities to develop their unique skills and interests through the provision of private lessons and equipment needed for participation in musical and/or sports endeavors. For most, there was adequate financial security and parental interest.

For the minority of students from less socially and financially secure backgrounds, problems with attending enrichment classes were noted. One student dropped out during the evaluation period because of transportation problems. Another student expressed concern about his family's ability to provide him with the necessary supplies. This minority group also felt keenly their

lack of home computers, since most students had access to at least game computers in their homes. Students who are identified as gifted, regardless of their socio-economic and socio-cultural background, must be encouraged to attend the enrichment program, even if it means the provision of extra help.

Table 25

Parental Opinion re Student Attitude Toward Enrichment Class

Enjoys Enrichment Class	n = 33	%
Yes	25	76
No	5	15
Total	30	91*

*Percentage of less than 100 indicates missing data.

Table 26

Parental Opinion re Student Problems with Work Missed in Regular Class

Existence of Problem	n = 33	%
Yes	8	24
No	21	64
Total	29	88*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaires and interview data.

Regular Classroom Teachers

- Students have a more positive self-image since they have been attending enrichment classes.
- These students are snobbish; they demand special treatment.

School Principals

- Students are overburdened with extra work.
- Students feel they are extra special.
- Students are finally getting the attention they need.
- Students serve as models and innovators in the regular class.

Parents

- We have been provided with the opportunity to discuss our particular concerns about our child with experienced people who have been very helpful.
- For too long gifted children have been ignored because they can manage somehow on their own.
- My child enjoys enrichment classes, and when she is happy that makes me happy.
- I personally feel enriched from my child's involvement in the program.

Students

- I wish I didn't have to do all that make-up work.
- I have friends in two classes now.
- Make-up work is hard in French.
- Students in regular class make wise-cracks like calling me a nerd, but just for fun.
- Whenever I get low marks I get dumped on, like "you should be smarter".
- I'm not happy since they split up our group and I got separated from my friends.

Learner Evaluation Procedures

Evaluation within the enrichment program can be categorized in terms of evaluation of the program itself and evaluation of students.

The current evaluation is the first program evaluation effort, and part of the mandate of the evaluation team was the development of a variety of assessment instruments which could be used in the future to describe specific program features and problems in order that appropriate adaptations could be made. Also, evaluators developed a comprehensive set of standards for all 11 program components. These standards, with minor adaptations, can be used for a number of years in evaluating program offerings.

The focus of evaluation procedures in this section, therefore, is the evaluation of students. Evaluating learner progress in programs such as the enrichment program, the focus of which is long-term development of intellectual abilities, is never as facile and straight forward as knowledge assessment, which is the primary focus of regular classroom evaluation of students.

In the enrichment program, the evaluation of students is done primarily through observation. Enrichment teachers are currently working on an instrument to

assess student work. Evaluation of students is, for the most part, carried out by the teacher, with little opportunity for peer or self-evaluation. Results of teacher evaluation of students are reported to parents and regular classroom teachers twice yearly.

Audience concerns and issues. Parents, regular classroom teachers, principals, and School Board members all expressed concerns about student evaluation in the enrichment program. A number of parents were concerned about the lack of opportunity for formalized self-evaluation. When one considers that gifted students generaly exhibit significantly higher task commitment than most students of the same age group, it would seem that the opportunity for ongoing ~~self~~-appraisal and self-evaluation would be desirable. Regular classroom teachers expressed concern about the "lack of testing" used in student evaluation within the enrichment program. School principals and some School Board members expressed the desire for "evidence of gains in achievement" as a result of the program. School principals also expressed concern that evaluation of students provide evidence that objectives were being met.

Data summary. During the pilot period, evaluation of learners appears to have been based heavily on enrichment teacher observations. Specific objectives were developed for each module or unit and it is assumed that these objectives served as criteria or standards in judging student achievement. Enrichment class teachers themselves, in questionnaire data, indicated that the main focus of evaluation activities was teacher-oriented, with little opportunity for self-evaluation or peer evaluation.

In classroom observations no overt evaluation activities were evidenced, but samples of student work were periodically collected for rating purposes. The rating scale used by teachers provided summary information for making judgements on student progress over time.

The following tables indicate the responses of various groups regarding student evaluation.

Table 27

Regular Classroom Teacher Opinion re Adequacy of Student Evaluation Procedures

Opinion	n = 36	%
Do Not Know	6	17
Not At All Adequate	10	28
Adequate To Some Degree	2	6
Adequate To A Great Degree	16	44
Total	34	95*

*Percentage of less than 100 indicates missing data.

Table 28

Parental Knowledge of Student Evaluation Procedures

Knows Procedures	n = 33	%
Yes	16	49
No	15	46
Total	31	95*

*Percentage of less than 100 indicates missing data.

Table 29

Student Perception of How Progress is Evaluated in Enrichment Program

Method	n = 30
Do Not Know	10
Teacher Observes Work	26
Some Self-Evaluation	3
Teacher Observes Behaviour	2
Point System	2
Parents and Teachers	2
Teacher and Classroom Teacher Decide	1
Project	1
Total	47*

*Total indicates that students could make more than one choice.

Table 30

Student Opinion on Enrichment Evaluation Procedures Reflecting Their Actual Achievement

Opinion	n = 30	%
Yes	13	43
No	6	20
Do Not Know	10	33
Total	20	96*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaire and interview data.

Regular Classroom Teachers

- One negative thing about the enrichment program is that there is no evaluation.
- More evaluation is needed.

School Principals

- Regular classroom teachers want more information on testing and evaluation..

Parents

- There should be more opportunity for self-evaluation.
- The evaluation methods suit the kind of ongoing progress that should be measured.
- I would like more frequent evaluation.

Students

- We don't evaluate one another's work.
- We shouldn't evaluate our own work, because we'd tell lies and say we were doing fine.
- I like the way we are evaluated here. It shows what we really have learned and that's important.

Reporting Procedures

Reporting activities formed a large part of enrichment program staff responsibilities. Reporting was done both formally and informally to all groups involved in or concerned with the operation of the program. Throughout

the year, formal report schedules occurred as follows: oral reports to school staff and parents at the beginning of the year; written reports to parents and regular classroom teachers twice yearly; oral reports to the enrichment program consultant on a weekly basis; oral reports to the associate superintendent for curriculum on a monthly basis; and annual written reports to professional school board staff. In addition, telephone and personal contact took place as the need arose.

Audience concerns and issues. Concerns expressed by various audiences generally focused on one issue - the frequency of reports. Parents felt that informal contacts and reports were adequate as the need arose, but they would appreciate more frequent formal progress reports. Regular classroom teachers expressed strong concern regarding the inadequacy of formal progress reports in meeting their information needs. A number of regular classroom teachers felt that formal reports should be doubled, to four times per year. All concerns and issues regarding reporting procedures focused on student progress reports, as opposed to general program reports. The latter are dealt with in a separate section entitled Communications Procedures.

Data summary. Through document analysis, interviews and questionnaires, evaluators determined the scope of reporting procedures within the enrichment program. Generally it was found that procedures were established and that these procedures were followed. Enrichment teachers felt that these procedures adequately met audience information needs. And, for the most part, they did. Two groups, parents and regular classroom teachers, expressed the need for greater frequency of progress reports.

Reports were found to meet audience expectations, for the most part, and to reflect ongoing student development and progress. A number of regular classroom teachers were disconcerted that progress reports were not based on "tests and marks", hence were not really reflective of student achievement. But these types of responses reflected a basic misunderstanding of the philosophy and goals of the enrichment program on the part of regular classroom teachers, rather than an inherent problem with the evaluation and reporting procedures.

The following tables present summarized data, gleaned from written questionnaires, on reporting procedures.

Table 31

Regular Classroom Teacher Opinion re Reporting of Student Progress in Enrichment Class

Opinion	n = 36	%
Do Not Know	6	17
Not At All	26	72
To Some Degree	2	6
To A Great Degree	0	0
Total	34	95*

*Percentage of less than 100 indicates missing data.

Table 32

Parental Opinion re Adequacy and Frequency of Reports

Opinion	n = 33	%
Positive	12	36
Negative	18	55
Total	30	91*

*Percentage of less than 100 indicates missing data.

Table 33

Parental Opinion re Preference for Regular Written Progress Reports

Opinion	n = 33	%
Yes	23	70
No	7	21
Total	30	91*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaires and interview data.

Regular Classroom Teachers

- We need to have more information on testing, evaluation, and measurement in the (enrichment) program.
- From the reports I receive, there is no evidence of evaluation.

Parents

- I would really like to receive regular written progress reports, although it probably is not really necessary.
- I would appreciate regular written reports on my child's progress.

Communication Procedures

Communication procedures within and external to the enrichment program were extensive, and consumed consider-

able time and effort on the part of enrichment program staff. While reporting procedures and in-service training activities were actually subsets of communication activities, these have been dealt with separately. Hence this section describes only those activities not designated as regular internal progress reports and those not designed to train school personnel in education of the gifted.

Communication activities encompassed both oral and written communications addressed to people directly involved with the enrichment program, to those peripherally involved, and to interested parties having no involvement with this particular program. Subsumed within communication activities, then, was a program advocacy/public relations function. Communication activities also encompassed formal, scheduled meetings, and informal, impromptu meetings.

Audience concerns and issues. Parents, regular classroom teachers, and school principals expressed concerns about communication within the enrichment program. All groups expressed a need for more communication and interaction with enrichment program staff. The issue of quantity, then, was raised by all groups.

Particular concerns differed. Parents were concerned about future plans for the program; about curriculum related issues, and about greater communication between enrichment program staff and regular classroom teachers. They saw problems encountered by their children regarding scheduled work, tests, and less than positive and supportive attitudes in the regular classroom as being attributed to lack of interaction and communication between both groups of educators.

Regular classroom teachers expressed the need to know more about scheduled events and activities, subject matter, and assigned projects in enrichment classes in order that their teaching and testing schedules might be adjusted. School principals pointed to conflicts in planning special events, such as concerts, assemblies, and the like, which disrupt the schedule of the regular school, hence cannot be planned far in advance. All groups were of the opinion that many of these nitty-gritty scheduling problems might be lessened through increased communication. They also expressed the opinion that responsibility for greater communication and for initiation of communication rested with enrichment program staff.

Data summary. Despite audience wishes for more interaction and communication with enrichment program staff, communication activities abounded. Enrichment program staff delineated, for the evaluators, their efforts in communicating about the program. Communication activities included selling the program to staff at the host school, group meetings with parents three times annually on curriculum issues, selling and/or justification of the program to regular classroom teachers, phone calls and informal communications in both oral and written form regarding scheduling changes, special events, and the like, to both parents and regular classroom teachers, meetings with other interested educators from visiting school boards to provide information on enrichment education, and presentations and speaking engagements across the province for information and promotion purposes.

Much of the communication activity involved providing information on giftedness and enrichment programs. Since enrichment program staff gained knowledge and expertise through their experience with the program, they were frequently consulted by those less expert in the education of the gifted. While there is still only one program in operation within the province, many school

boards have become cognizant of the need for enrichment education, and are in the process of exploring possibilities for implementation in the near future.

Enrichment program staff were asked to estimate time spent on communication activities. Enrichment teachers estimated time spent on a weekly basis averaging from one half hour to two hours per week; this estimation is apart from special times within the year when communication activities might increase drastically. The enrichment program coordinator estimated that communication procedures comprised fifty to sixty percent of her work time throughout the year.

There was, in the communication component of the enrichment program, an obvious dichotomy of opinion. Enrichment program staff felt that communication was a large component of their duties and responsibilities. Audiences on the receiving end of the communication - at least those within the parameters of the program - felt the need for greater communication. Contact with groups outside the program indicated to evaluators that the program advocacy/public relations function of the communication procedures was quite satisfactory. Enrichment program staff (principally the program coordinator) have made a considerable contribution to the area of gifted

education.

Table 34

Regular Classroom Teacher Opinion re Increase in Awareness of the Needs of Gifted Students as a Result of Communication Activities

Opinion	n = 36	%
Do Not Know	8	22
Not At All	23	64
To Some Degree	3	8
To A Great Degree	0.	0
Total	34	94*

*Percentage of less than 100 indicates missing data..

Table 35

School Principal Opinion re Adequacy of Communication Within The School Board on The Enrichment Program

Opinion	n = 13	%
Yes	8	62
No	3	23
Total	11	85*

*Percentage of less than 100 indicates missing data.

Table 36

Parental Opinion re Need to Be Better Informed About The Enrichment Program

Opinion	n = 33	%
Strongly Agree	9	27
Agree	13	39
Disagree	10	30
Strongly Disagree	0	0
Total	32	96*

*Percentage of less than 100 indicates missing data.

Table 37

Parental Opinion re Need For Increased Communication Between Enrichment Teachers and Parents

Opinion	n = 33	%
Yes	18	55
No	12	36
Total	30	91*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaires and interview data.

Regular Classroom Teachers

- I am more interested in giftedness, but not as knowledgeable as I'd like to be.
- I suggest teachers be given a chance to attend a session of the enrichment class for a first-hand view.

- I need to know more about their (enrichment class) schedules.
- The public is not made aware of the program to the proper degree.
- What is being done month by month? I receive no information in-depth.
- I would like to know the curriculum and long-range objectives for each grade level.
- There is very little flow of information.

School Principals

- While there has always been an awareness of enrichment needs, this has increased through interaction with the (enrichment) program.

Parents

- I do hope the lack of communication between principals, homeroom teachers and enrichment program specialists, is ironed out.
- Better communication is needed between enrichment teachers and (regular) classroom teachers.
- The teachers we have encountered in the program have been most cooperative and enthusiastic.
- We would like to know more of what is going on.
- Help is needed for parents to become aware of what is being done in the classes so we can discuss them with our child.

In-Service Training

With the introduction of any innovation to the education system, there arises a need for in-service training if that innovation is to become an accepted component of the system. If teachers are to change their attitudes, beliefs, and practices, assistance and retraining must be provided during and after the transition period. Special programs for the gifted and

talented, while no longer innovative in parts of North America, are indeed innovative in this province.

In-service training, within the parameters of the enrichment program, must be considered from two perspectives: in-service provided for personnel directly involved in the program, i.e., program coordinator and enrichment teachers, and in-service provided by program personnel to groups peripherally involved in the program, i.e, school principals, regular classroom teachers, and parents. While other communication activities were part of the enrichment program, they were not undertaken for the same purposes, hence they shall be considered separately.

Audience concerns and issues. No audience group expressed concerns about the in-service component of the enrichment program.

Data summary. In-service training available to enrichment program personnel within the province was practically non-existent. Program personnel were encouraged and financially supported to attend a variety of in-service activities across North America. These include week long institutes, conferences, and summer

schools in locations such as Toronto, New England, and Florida.

Enrichment program personnel found visits to other enrichment programs and travel to various in-service training activities beneficial, but they were cognizant of the lack of local in-service opportunities. In addition, there was no great opportunity to participate in in-service training on giftedness which deals with the subject-matter in adequate scope and depth. Much of what was available was more suited to the novice in enrichment education.

In-service training provided by enrichment program personnel to interested groups consisted mainly of regularly scheduled workshops and information sessions. Prior to identification and selection procedures implementation, a one half-day workshop was presented to principals, vice principals, teachers, and librarians. Workshops were also held for parents on the goals and objectives of the enrichment program prior to children's entry.

In addition to these information sessions on the enrichment program, in-service was also provided on enrichment activities in the regular classroom. Half-day sessions were arranged for teachers of grades four to

six, and primary and high school teachers were also provided with occasional in-service training on the incorporation of enrichment activities into the regular classroom.

In-service training about the enrichment program and the incorporation of enrichment activities in the regular classroom was totally information and knowledge based. While it is certainly necessary to provide those involved in the program with factual information, it is also necessary to provide the type of in-service training which is focused on the fostering of a positive attitude toward education of the gifted. Many educators feel negative about such programs, and an attempt must be made to confront and deal with such feelings and attitudes.

The following tables present summarized data from written questionnaires on the in-service training component.

Table 38

Regular Classroom Teacher Increase in Awareness of Gifted Needs

Opinion	n = 36	%
Do Not Know	8	22
Not At All	23	64
To Some Degree	3	8
To A Great Degree	0	0
Total	34	94*

*Percentage of less than 100 indicates missing data.

Table 39

School Principal Opinion on Availabilty of In-Service on Enrichment

Opinion	n = 13	%
Yes	9	69
No	2	15
Total	11	84*

*Percentage of less than 100 indicates missing data.

Selected comments from open-ended questionnaires and interview data.

Regular Classroom Teachers

- Access to information through workshops and seminars is beneficial.
- I would not wish to attend any more in-service on the program.
- There is a need for more in-service on enrichment.

School Principals

- There is a need to educate regular classroom teachers as to their attitudes. There are still many doubting Thomas's.

Summary

Based on the evaluation of the 11 program components the evaluators were able to list specific recommendations to the School Board. In all, 63 specific recommendations were made.

The enrichment program has the support of the majority of those both directly and peripherally involved. One notable exception is the majority of regular classroom teachers. Fears expressed by various audiences concerning the creation of elitist students, social or emotional isolation of those identified as gifted, and trauma of being singled out as special appear groundless, and students enrolled in the program appear to be happy, stimulated and well-adjusted. Evaluators recommended that the Roman Catholic School Board for St. John's continue to provide enrichment education for those students identified as gifted.

Chapter IV

DISCUSSION OF THE APPLICATION OF NATURALISTIC METHODS TO PROGRAM EVALUATION

Introduction

"Quantitative evaluations focus on outcomes assessment and summative evaluation" (Patton, 1975, p. 33). Patton notes that when the intent of evaluation is program improvement, this type of evaluation is practically useless and provides very little valuable information to practitioners in individual programs. He further suggests that:

> Quite a different strategy is required where evaluation is aimed at serving and informing teachers and program practitioners about progress and functioning, areas of competence and confusion, attitudes, feelings, and practices which may be related to maximizing what the school or program has to offer. Evaluations that are to be useful to specific practitioners must be focused at the local level. They must include description and analysis of local setting; take account of what happens on a day to day basis; describe context, treatment and outcomes in ways that are understandable, meaningful, and relevant to practitioners. The major value of this kind of program evaluation at this local level is its contribution to program development. (Patton, 1975, p. 38)

Data Richness

Data collected and analyzed from questionnaires, checklists, observations, and documents generated several thousand sheets of paper, all of which had to be summarized briefly. In the evaluation of the enrichment program data were analyzed using (a) a computer package to obtain frequencies and percentages on closed responses of questionnaires, and (b) semantic content analysis as delineated by Krippendorf (1980) on open-ended questionnaires and interview data. Findings or outcomes were then judged against preformulated standards (see page 58) and the reports prepared.

"Process evaluations focus on why certain things are happening, how the parts of the program fit together, and how people perceive the program" (Patton, 1978, p. 165). The methods of the enrichment program evaluation, then, enabled the evaluators to solicit various types of information from the different parties involved in the program and it provided accessibility of information to various audiences depending on their needs. Guba (1978) suggests that "the major purpose of evaluations should be to respond to audience's requirements for information" (p. 34). In a larger sense the "thick description"

gathering allowed the evaluators a variety of views of the program, a more comprehensive overall view than would be provided if the evaluation had focused on quantitative measures only. Moreover, the sheer amount of data accumulated and analyzed made it possible to give a more holistic overview of the program.

Aside from the data collected, the other feature of the naturalistic evaluation which enhanced its utility was the type of data collected. Such data cannot be gathered by the use of closed questions, which place limitations on the respondent and subsequently on the evaluator. Patton states that "the dominance of quantitative methodology has acted to severely limit the kinds of questions that are asked" (p. 13). Naturalistic methods allow the evaluator to set up an open response by beginning with open-ended questions. The respondent has fewer assumptions about the expectations of his/her answer.

Oral questioning and discussion allowed for program observation and description to be made as part of an interactive process. The interviewer faced the respondent, establishing personalization and confidentiality. Moreover, this situation provided the opportunity for the evaluator to get instant feedback:

> The interviewer may ask for clarification when the respondent mentions something that seems unfamiliar, using phrases such as, "What do you mean?" "I'm not sure I am following you." "Could you explain that?" The interviewer also probes the respondent to be specific, asking for examples of points that are made. They may need encouragement to elaborate. (Bogdan & Biklin, 1982, p. 136)

The type of information gathered through the interactive process, coupled with the individualized open responses on anonymous questionnaires provided the evaluators with different levels of description and response. What was the advantage of this sort of information? Stake and Trumbull (1982) assert that research can evoke vicarious experience, and that this in turn, leads to improved practice. They say that the naturalistic researcher possesses a commitment to facilitate vicarious experience, in other words he or she "presents an exhibit of raw data - portrayals of actual teaching and learning problems, witnessing of observers who understand the reality of the classroom, words of the people involved" (p. 5).

A naturalistic evaluation can provide useful feedback during the developmental phase of a program. This means delineating the strengths and weaknesses of a program, rather than searching only for those areas of a program which need improvement. Too many evaluations

focus on the negative, thus ignoring the successful aspects of programs already in place.

Looking for both strengths and weaknesses allows a base for improvement, rather than questioning "where do we go from here?" Program improvement can build on strengths and furthermore, examining programs strengths makes for a better reception of the information by the audiences concerned. Patton (1980) asserts that "an evaluation ought to inform and improve the operations of a system" (p. 66).

The Audience Perspective

The richness of the data provided evaluators with four very different views of the program from each of the four main audiences involved. This allowed evaluators to describe for the various audiences of the evaluation the four realities or views of the program, and to include these descriptions in the reports. While the following is merely a summary of the viewpoints presented, it is indicative of the richness of the data generated by the evaluation. The enrichment program, according to the various groups and individuals within these groups, was perceived in many different ways. Some saw it as a long-overdue necessity, some as an added frill which was not

affordable in times of economic restraint, some as an elitist program not to be encouraged in the future.

Some disapproved of the very notion of special classes for the gifted, who achieve "to an acceptably high standard" in regular classes. Hence, they viewed enrichment education as unnecessary to the school program. Others held the attitude that the billions of dollars spent on exceptional children nationwide has for too long been devoted to one aspect of exceptionality only - that of remediation to bring students up to the level of their peers.

The evaluation of the enrichment program did not deal directly with attitudes, beliefs, and values held about giftedness. Yet audiences responded to the program in accordance with their attitudes, beliefs and values. These, then, play an important role in determining how people respond, and therefore they must be taken into account.

The 11 program components identified previously have been discussed in Chapter 4. This section will present audience thoughts, opinions, beliefs, and attitudes about the program in general, and about the perceived positive and negative influences of the program.

The views of the four audiences who have a high

degree of involvement with the program are considered - they include school principals, regular classroom teachers, and parents, all of whom have responsibilities for the students involved. In addition, the views of students are included, since they are the group most involved.

School principals. School principals realize that education of the gifted is a school board priority, and they are generally in agreement that the enrichment program should function despite lack of government funding of such programs. In all, 92% of the school principals contacted were in favour of enrichment education for exceptional students.

School principals felt that there was some degree of carryover and sharing in the regular classroom, and the enrichment teachers were considered good human resources in encouraging sharing of ideas between both groups. The students themselves were challenged, and in some cases served as models. Two principals were highly positive about the spinoff to the regular program, while four principals felt that there were no noticeable benefits or advantages to their schools.

Enrichment student attitudes and behaviours,

according to school principals, were generally positive. They seemed to enjoy the challenge and the diversity of the program. While most school principals indicated that students found the program beneficial, a few noted problems which students typically encounter. These included keeping up with the regular program (seen as only a minor problem by most principals), and missing activities other than academic subjects. However, generally the school principals contacted were in favour of enrichment education for exceptional students.

On discontinuance of enrichment classes, three principals noted students who had dropped the program. Two of these cases were attributed to parental influence. One set of parents questioned the value of the program, while the others felt that their child needed the structure of a homeroom. Two of the three children who dropped out were also unhappy with the different status accorded them by their peers. One student discontinued the program because of transportation problems.

Principals generally felt that regular classroom teachers became more aware of the unique needs of these students because of the enrichment program. The majority felt that classroom teaching was directed more toward

both ends of exceptionality; that teachers were more aware of individual differences generally; that teachers were more aware that gifted learners, to achieve to their potential, need curriculum offerings over and above what is offered in the regular classroom.

Two principals disagreed with this stance. They felt that increased awareness was dependent on individual teacher attitude, rather than knowledge of the program. The more open-minded and flexible teachers were indeed more aware of the needs of these students, while others exhibited resentment toward those chosen. One principal stated that teachers felt that enrichment students returned to the regular classroom bored, and one teacher felt that more deserving students (those who perform equally well) should have been chosen.

Overall, most school principals were positive. They saw value in the program and the necessity of providing this type of program to meet gifted learners' individual needs. They felt there was a pressing need to educate regular classroom teachers regarding the benefits of the program to their own students and their schools. A few principals did feel that enrichment classes should be located in each school, so that enrichment work could be expanded to include more students than those selected as

gifted.

Regular classroom teachers. Regular classroom teachers were, for the most part, the only group that consistently expressed negative feelings about the enrichment program. While a few classroom teachers were strongly supportive of the program, they were by far in the minority of the thirty-six regular classroom teachers consulted through questionnaires:

- twenty-eight did not agree with money being spent for enrichment education;
- thirty-one did not agree that special programs are required if gifted children are to meet their potential;
- twenty-five felt that the program should be discontinued because it fostered elitism;
- thirty-one did not believe that gifted children could experience learning problems;
- twenty felt that the money used for the enrichment program should be used to help disabled learners.

The negativity felt, and at times expressed, by the majority of regular classroom teachers was recognized by some principals, who suggested that teacher attitudes

were poor toward those children attending enrichment classes. Parents also commented, through interviews and questionnaires, about teacher discrimination against their children. Students themselves noted that regular classroom teachers were intolerant of disrupted schedules and missed work, and expected too much of them.

The main reason expressed by regular classroom teachers for this negative attitude was increased workload. Teachers mentioned the need to reschedule tests, problems with the introduction of new units of work, the need to repeat the teaching of new concepts, and worry about the incompletion of work and assignments by enrichment class students. There was, overall, the impression that all classroom work should be completed by these students, whether they demonstrated sufficient knowledge or not. In all, more than half of the regular classroom teachers noted an increase in their workload because of students attending enrichment classes. Of course, students in French Immersion were seen as a special problem because of missed time communicating and working in French.

The regular classroom teachers generally felt well-informed about both giftedness and the enrichment program, and most admitted that there was interaction

with enrichment program personnel. But they also expressed the need to know more.

Specifically they wanted more information on the type of work covered in enrichment class, and a few expressed doubt that the enrichment program was "teaching these children anything." Doubt was also expressed regarding the evaluation of learner outcomes in the enrichment program. Teachers felt that the most beneficial form of in-service on the enrichment program, for them, would be their attendance at an enrichment program, to see firsthand the type of activities and instruction involved.

There were a few positive reactions to the enrichment program on the part of regular classroom teachers. A minority of this group felt that they had become much more aware of individual differences among learners. They felt that it was personally healthy for gifted students to work and socialize with others of their interests and abilities, and that the enrichment program provided an opportunity for these students to develop their unique skills and abilities. These teachers agreed that money should be allotted for the education of the gifted, and that the enrichment program should be given the same priority as other programs for students with

special needs.

Regular classroom teachers, then, as a group, were not supportive of the enrichment program, or, a more serious concern, of those students attending enrichment classes. They were overly concerned about the development of elitist attitudes and the fostering of superiority complexes in these children. It was expressed time and again that these students did not need special programs to achieve well, and one comment from a questionnaire summarizes the majority attitude of this group particularly well: "I think the average child and the slow child require my interest and concern."

Parents. Parents of students attending enrichment classes were delighted that the School Board was attempting to meet the needs of their children. They felt that their children were benefiting from attendance at enrichment classes: they were challenged; they were provided with an opportunity to pursue their special interests; and for many, boredom was alleviated for the first time since beginning school. The over-riding concern of these parents was not that their children learn more subject matter or advance more quickly, but that they be happy and fulfilled.

Specifically, parents expressed the opinion that money spent on the enrichment program was well spent. They believed that special programs were necessary for gifted children to reach their potential. Thirty-one of thirty-three parents believed that gifted children do experience problems in the regular school system.

Parents did not share concerns expressed by some educators that the segregation of these children for part of the school week resulted in social suffering. In fact, they were pleased that gifted children were provided the opportunity to interact socially and intellectually with others of their interests and abilities. The majority of parents felt that children were generally more enthusiastic about regular classes and school since beginning enrichment classes.

All parents were of the opinion that their own knowledge and understanding of giftedness had increased as a result of their children's involvement in the enrichment program, and they worked toward helping their children achieve their potential at home.

Parents as a group had two main concerns. The majority of this group experienced inconveniences and problems with transportation, particularly at lunch time. Nearly all parents expressed a preference for

classes scheduled one full day rather than two half-days.

While parents, for the most part, expressed the view that students missing regular class work presented a problem, they were aware that regular classroom teachers did not share their views. They were aware of their children's scheduling problems with specialist teachers, and that many of the regular classroom teachers were non-sympathetic to their children's differentiated scheduling needs.

Parents felt that their children were hurt by the reactions of some regular classroom teachers. Rather than being cooperative about missed classes, tests, and assignments, they were inclined to refuse extra help or demonstrate irritation with the extra burden placed on them. One child was not given a chance to take a missed test at a later date, and instead he was assigned the mean of the class on that test. One parent's response on a questionnaire mirrors this area of concern: "We think this is an excellent program, but we are both surprised and disappointed with some of the reaction from some people at regular school."

Students. Most students who were identified as gifted and had been in attendance in enrichment classes

for periods from four months to one and one half years were pleased with the enrichment program and intended to continue. In all, they were a remarkably well adjusted group who felt they were accepted and had friends in both regular class and enrichment class. They were subjected to peer pressure for a short while on initial identification as gifted, but most of them experienced little real social isolation or suffering.

Of more than 100 students who were consulted through interviews or questionnaires, less than ten expressed any negative opinions or reactions to the program. Those who did feel less than positive or enthusiastic fell into two categories: (a) those students who experienced difficulties because of a less than advantageous home life; and (b) those who had no strong peer support within their enrichment group.

The majority of students benefited from their involvement in the program, expressing, as a result of their attendance, a better attitude toward school generally. They realized that work done in regular classes was important, and demonstrated greater willingness to tolerate the boredom of regular class work because of this. A minority were concerned about the attitude and treatment of regular classroom teachers, who

were inclined to expect too much of them and to feel that they expected special treatment. Most maintained their high averages over a period of time, with only an initial drop of a few points while they were becoming adjusted to the new program.

In associating with the students over an extended period of time, it became obvious that these highly sensitive pre-teens were very aware of parental, teacher, and other adult expectations of them. While they indeed felt burdened at times by these expectations, they were coping admirably. They were happy, excited, and involved learners.

Flexibility of the Methodology

The emergent nature of qualitative research allows for the flexibility that is needed to carry out a thorough program evaluation.

In the evaluation of the enrichment program, all activities were flexible. The distribution and retrieval of questionnaires, however, were restricted to a specific time frame. The following diagram outlines the typical activities of a naturalistic evaluation. While it

appears to have a set order, flexibility rests in the fact that the evaluator can go from one activity to another at any time throughout the evaluation process. (See Figure 3). If information is needed from another source for clarification purposes, one can do so without built in restrictions.

Additional flexibility was provided by the fact that the observation was done over an extended period of time. For example, a one or two time observer would have concluded that one student in the enrichment program was disinterested and did not participate. Continued observation gave the evaluators the opportunity to see the development of the child's participation and involvement in the program. Thus extended observation yielded insights into classroom dynamics which would be otherwise unavailable.

Bogdan and Taylor (1975) suggest that,

> researchers should spend at least several months in a setting regardless of the frequencies of their visits. This length of time enables them to view the dynamics of change in the setting and lessens the likelihood of their observations being conducted at an unrepresenative time. (p. 76)

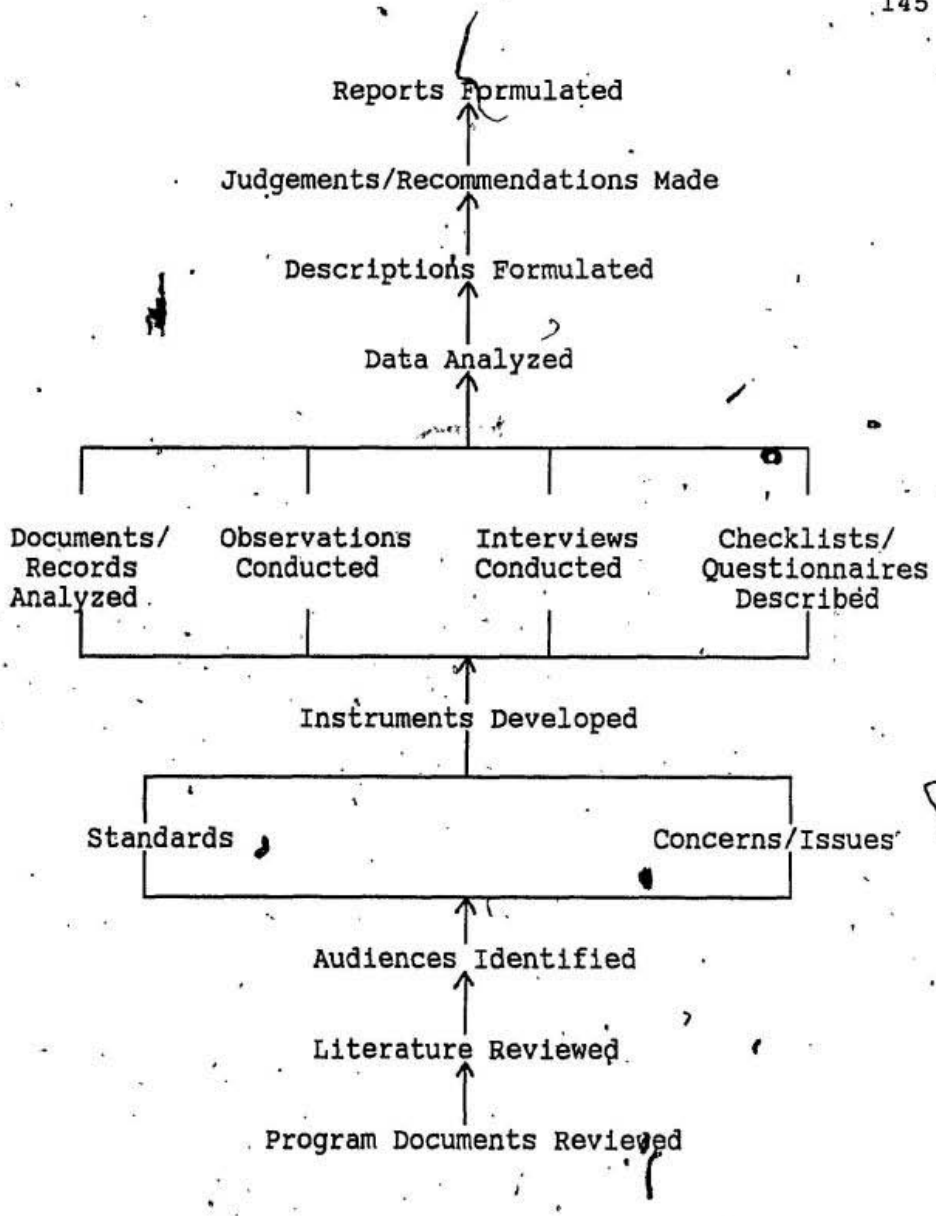

Figure 3. Hierarchical Presentation of Activities Typically Encompassed in Naturalistic Evaluations

The question here then is when should the activities of a naturalistic evaluation be considered complete? Bogdan and Taylor (1975) suggest that "when your research goals are fulfilled, your questions are answered, and your data becomes repetitive, you should leave the field or at least discontinue the observation phase of your research" (p. 75).

Cronbach (1980) states that "plans should be kept as open as practicable." His reasoning for this is that the "leverage of questions changes with time, new uncertainties arise during a study, and new voices may raise new questions" (p. 228). Evaluation activities then, should not be restricted to a set order; change is made as needed, and steps in the process do not follow a linear order.

Patton (1975), in defending the need for flexibility in evaluation methodology, states that:

> Frequently, by the time innovations are put into practice, they are already different than they appear in program proposals. Once in operation, innovative programs are frequently changed as practitioners learn what works and what doesn't, as they experiment and grow and change their priorities.
>
> All of this, of course, provokes nearly unlimited frustration and hostility from scientific evaluators who need specifiable, unchanging treatments to relate to specifiable, pre-determined outcomes. (p. 33)

The inflexible nature of quantitative methodology inhibits program adaptation and improvement. "Because of a commitment to a single evaluation paradigm evaluators are frequently prepared to actually do everything in their power to stop interference with their research design" (Parlett & Hamilton, 1972, p. 6). Naturalistic evaluations are discovery-oriented; hence, the evaluators must enter the program setting with an open mind and a willingness to explore events as they become evident.

Evaluation Rigour

The team approach to the evaluation of the enrichment program facilitated the building in of rigour, thus enhancing the evaluation results.

To improve the credibility of the evaluation results, two team members engaged in prolonged interaction within the evaluation setting over a two month period on a regular basis. All notes from observations and interviews were summarized and checked with data sources for correctness of interpretation. House (1977) states that "validity is provided by cross checking different data sources and by testing perceptions against

those of participants" (p. 17).

Many data sources and data gathering techniques were used for corroboration purposes. Information gleaned from one technique - i.e., analysis of program documents - was confirmed through interviews, which might in turn be checked through questionnaires across groups. At the end, multiple sources reiterated much of the same data.

As mentioned earlier, the aim of the enrichment program evaluation did not call for generalizability; the question of whether the findings of the evaluation were applicable to another setting was not relevant. The study intended to assist in the improvement of a particular program. While the results of the evaluation may be credible (internally valid), they may not be generalized to other enrichment programs.

To ensure consistency (reliability) of the data the technique of step-wise replication was used. Each stage of the evaluation was planned so that data sources were divided equally among team members, who then worked independently. Information was then pooled for consistency cross checks. In this manner, team members corroborated each other's work.

Confirmability (objectivity) requirements were met ensuring that all data collected were checked and

confirmed by the various sources.

Traditional standards of rigour have posed the question of whether naturalistic evaluations are too subjective to be trusted. Scriven (1972) asserts that objectivity and subjectivity both have a place in educational research. The popular misconception that quantitative methodology is synonymous with objectivity is but a "confusion in the ideological foundations of research" (p. 94).

Filstead (1970) argues that subjectivity in the naturalistic paradigm

> allows the researcher to get close to the data; thereby developing the analytical, conceptual, and categorical components from the data itself - rather than from the preconceived, rigidly structured, and highly quantified techniques that pigeonhole the empirical social world into the operational definitions that the researcher has constructed. (p. 6)

To restrict or inhibit the naturalistic evaluator from taking into account his/her personal insights and judgments would be defeating the purpose for which naturalistic inquiry was taking place. Furthermore, to totally remove the humanistic element would be to undermine the whole concept of naturalistic methodology. "Science is really nothing if it is not the application of critical intelligence to critical problems" (Patton, 1975, p. 23).

Rigour in the traditional sense applies the standards of internal validity, generalizability, reliability, and objectivity. Such requirements could not be met and were not desired in the naturalistic evaluation of the enrichment program. The aim of the evaluation did not call for meeting generalizability requirements.

Since the standards of rigour derived from the scientific paradigm were inapplicable to the aims of the enrichment program evaluation, one must ask how were standards of rigour met? Guba and Lincoln (1981) propose a set of standards that are appropriate for the incorporation of rigour into naturalistic evaluations. The following figure displays the concerns of both the scientific and naturalistic paradigms. Guba and Lincoln have modified the concepts, applying new dimensions to the traditional scientific aspects of rigour.

Evaluation Rigour		
Aspect	Scientific Team	Naturalistic Team
Truth Value	Internal Validity	Credibility
Applicability	External Validity/ Generalizability	Fittingness
Consistency	Reliability	Auditability
Neutrality	Objectivity	Confirmability

Figure 4. Scientific and Naturalistic Terms Appropriate to Various Aspects of Rigour. (Guba & Lincoln, 1981, p. 104).

Communication

Central to the development of communication is the development of rapport. Rapport was established with teachers and students in the gifted program during the observation period. Continued interaction provided the basis for this rapport. "Probably the easiest way for observers to gain rapport with their subjects is to establish what they have in common with them" (Bogdan & Taylor, 1975, p. 46). In this case the evaluators had a working familiarity with the daily routines of the classroom setting. This common ground aided the development of rapport between the evaluators, enrichment teachers, and the students.

Furthermore, evaluators occasionally attended meetings about enrichment education, both prior to and during the evaluation process. This was not as part of the evaluation, but as interested members with a concern for gifted education. Examples of such meetings were:

1. The Association of Gifted Education in Newfoundland and Labrador.
2. Professional day for administrators where the gifted program was being discussed as part of the agenda.
3. A meeting for teachers on enrichment education.

The development of rapport throughout the evaluation process allowed for the type of evaluator responsiveness desirable in naturalistic inquiry. Continued communication with groups and individuals allowed for responsiveness to the unique needs of the main audience groups.

Central to communication and rapport is the issue of language; appropriateness of the language used in the evaluation process was critical. Development of questions for both questionnaires and interviews not only reflected audiences' concerns and issues, but also their style of language - i.e. one that was meaningful to them. Different questionnaires were designed with different levels of language. For example, that which was deemed appropriate for practitioners (i.e., teachers, administrators) was altered for parents, who were not as familiar with the terminology.

As well as giving consideration to the type of language used, the evaluators also had to consider the context of the language. Because of this a variety of communication contexts were utilized, i.e., telephone direct conversation, and questionnaires depending on what the audiences preferred. "Researchers must start with the premise that words and symbols used in their world may have different meanings in the world of their

subjects" (Bogdan & Taylor, 1975, p. 53). Consequently, attention was given not only to the levels of language used but to the values and potential biases attached to the language.

Benefits of the Naturalistic Approach

Anticipated Benefits

The anticipated benefits of the naturalistic approach are clearly delineated in the previous sections of this chapter.

Unanticipated Benefits

The unanticipated benefits, however, are valuable and provide further justification for using the naturalistic methods of inquiry.

1. Using naturalistic methodology meant that the evaluators themselves became part of the program, and were immersed in the process of its development. Through participation in classroom discussion and a wide range of program activities the evaluators were able to enter into participant observation in its true sense. While the research and involvement

informed the evaluation, it also informed the evaluators, opening up to them a whole new body of knowledge - that of gifted education.

2. In deriving standards for the eleven program components, the evaluators provided for the school board a set of absolute standards that can be used for future evaluations.
3. The evaluation itself gave higher profile to gifted education in general in the province. More people are aware both internally and externally.
4. The evaluation gave the naturalistic approach to evaluation a higher profile in academic circles. This is especially true of those currently enrolled in graduate education programs, since one evaluation team member teaches graduate courses at Memorial University.

Constraints

This text has already alluded to some of the constraints the evaluator must deal with when using naturalistic evaluation methods. The following discussion will focus on three constraints, namely, the pile of data to

be dealt with, the influence of the time factor, and the predominant lack of knowledge about naturalistic inquiry which exists among the general population.

Quantity of Data/Data Analysis

The sheer amount of data at the end of the data collection process made the analytic and interpretive process to follow appear monumental. There were two key procedures followed in making the analytic process manageable. The first of these was to break down the process into steps. "While analysis is complicated, it is also a process that can be broken down into stages and confronted as a series of decisions and undertakings, rather than one vast interpretive effort" (Bogdan & Biklin, 1982, p. 145).

The second was to follow a recognized procedure, in this case, Krippendorf's content analysis. According to Krippendorf's definition "content analysis is a research technique for making replicable and valid inferences from data to their context" (p. 21). He further describes it as a "tool", whose purpose it is to "provide knowledge, new insights, a representation of 'facts' and a practical guide to action" (Krippendorf, 1980, p. 21).

In following the above steps in conducting the

gifted program evaluation, the existence of a "team" facilitated the analytic process. The team approach was especially beneficial in breaking down the data into recognizable categories. Patton (1980) describes this process:

> Each person codes the data into a classification scheme separately and then the results of the coding are compared and discussed. Important insights can emerge from the different ways in which two people look at the some set of data. (p. 300)

Once the categories were established, then all data were subjected to this classification; the data cannot dictate the categories. Categories, to be useful and valid, must remain constant. This consistency is a key aspect of content analysis, and it is what allows content analysis a claim to reliability.

The Time Factor

A thorough evaluation consumes large amounts of time and can be very costly under normal circumstances. However, in this case, the evaluation of the enrichment program was a non-funded research project. Consequently, the evaluators were voluntary participants, not paid employees of the school board. The fact that the work

was not contracted for pay allowed the evaluators a degree of autonomy and decision-making power which enabled them to conduct an evaluation using the design and methodology they deemed fit. Had the situation been reversed the school board would have been in a situation to request a different type of evaluation, if they so wished.

The naturalistic/responsive evaluation turned out to be a time-consuming process; initially time-consuming was a review of the literature to establish a body of knowledge on gifted education. Analysis of program documents required large amounts of time, as did staying in the setting long enough to interact and build rapport. In the initial stages of the evaluation, there was very little return in terms of data for the amount of time expended. In the process of building rapport, questionnaires and other tools had to be withheld until rapport and trust could be established. Moreover, there were generally time-consuming factors built into the evaluation design, for example, waiting for the return of questionnaires.

Lack of Knowledge Re: Naturalistic Inquiry

Another constraint that the naturalistic evaluator

must confront is the general disregard or lack of knowledge which exists regarding naturalistic research methods.

To compound the problem, evaluators had to deal with non-practitioners of evaluation whose exposure to evaluation methods was usually limited to the scientific paradigm. Throughout the evaluation both lack of knowledge and bias had to be confronted, dealt with, and new information had to be disseminated.

As well as challenging accepted theory, the evaluators found themselves confronting the theory in practice. Tests and results-oriented exercises are the normal method of evaluation in the school setting. Classroom teachers wanted results of test scores to indicate success. Thus, the task of informing was two-fold: to inform about the different nature and philosophy of the enrichment program and about the different nature of the evaluation paradigm. Patton (1975) argues that "standardized tests can bias evaluation results by imposing a standardized and controlled stimulus in an environment where learning depends on spontaneity, creativity, and freedom of expression" (p. 24). Shapiro (1973), in a study of innovative follow-through programs, found that tests failed to delineate the learning out-

comes of children who made differential uses of particular classroom situations (p. 543). Parents and homeroom teachers in particular expressed concern that the students were not being graded on the work they were doing. In general, they felt that in order to determine the success or merit of the program tests had to be administered.

Patton (1975) has two concerns with regard to ignorance of the naturalistic paradigm.

> First, I am concerned that practitioners and adherents of the dominant paradigm show little awareness of an alternative paradigm; and secondly, I am concerned that practitioners of the dominant paradigm seem to be insensitive to and unaware of the degree to which their methodology is based upon a relatively narrow philosophical/ideological/epistemological view of the world. (p. 10)

Summary

As an example of the difficulty in conducting purely naturalistic inquiry, one can examine the issue of settings. In any evaluation situation, there are many settings to be explored. A purely naturalistic evaluation would include exploration of all of these. However, constraints of time and personnel rarely make such

exploration possible. In the evaluation of the enrichment program, limitations of time, personnel and funds made it impossible to explore all of the natural settings, including the students' homes, the regular classrooms, and the various schools involved.

Thus the process of conducting naturalistic evaluation becomes one of making choices - what to concentrate on, where to explore, when to start, when to stop. Fortunately, the emergent nature of the naturalistic design makes it possible to approach these choices creatively, as new information arises.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study has described the evaluation scheme developed for the enrichment program initiated by the Roman Catholic School Board for St. John's. In developing the evaluation scheme, standards were derived and eleven program components were delineated. Audience concerns and issues were identified, and the resulting information disseminated. This identification was facilitated by the development and application of numerous instruments (see Appendices). Naturalistic methodology was tested and proved to have great utility in evaluation where the goal is program improvement.

Conclusions

Because naturalistic methods have been questioned by those involved in research and evaluation, it seems appropriate to offer comments on the use of naturalistic

methods in program evaluation. This evaluator draws the following conclusions from her experience of conducting this study:

1. The methodology used proved effective in generating a great amount of indepth description of the program as viewed by the different audiences. The process was rewarding in terms of the information gleaned.
2. The thickness of the data provided adequate information for the formation of judgements.
3. The model developed by the evaluation team fit the enrichment program evaluation in that:
   a) it was not focused on outcomes;
   b) it was prescriptive in that the evaluation report recommendations delineated not only what needed improvement but how improvement should be gained;
   c) the extended time period in the evaluation setting allowed the evaluators to see the program evolve and the objectives realized.
4. Given the time and personnel requirements for a naturalistic evaluation, the model described here cannot be implemented in 'real world' evaluations without heavy financing.
5. The evaluation pointed to specific areas of program

improvement, for example:

a) variety and scope of curriculum choices;

b) the need for independent, less structured learning activities;

c) expansion of resources; and

d) enrichment of the physical setting.

6. In general, given a program with a focus on long term development of process skills, the methodology used was appropriate to the entity being evaluated.

Recommendations

Considering the findings of this study, the following recommendations are suggested:

1. Practitioners in the field of program evaluation should consider greater application of the naturalistic approach to develop a body of writing for evaluators to share.
2. Comparative studies should be done in evaluation of such programs which would compare this approach with other approaches such as CIPP (Content-Input-Process-Product) or Tyler's models with a view to noting data differences.

3. Programs which focus on long-term development rather than immediate gains should build into their budgets funding for an evaluation component. Moreover, this funding should be budgeted such that ongoing and internal evaluations could be conducted.
4. Evaluations of this magnitude should only be undertaken in the future if adequate funding and time are available.
5. After thorough examination of alternative approaches to evaluating this type of program, this evaluator recommends that evaluators adopt and where necessary, adapt the approach used in evaluating the gifted education program.

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APPENDIX A

INTERVIEW GUIDES

Student Interview Guide

Name _____ Address _____

Age _____

Grade Level _____

School _____ French Immersion _____

Mother's Occupation _____

Father's Occupation _____

Number of Siblings _____ Birth Order _____

Newfoundlanders _____

Computer at home _____

Extracurricular Activities _____
(Private lessons).

_____

_____

_____

Career Aspirations _____

---

(1) How do you feel about being selected for the gifted program?

(2) Have you experienced any peer pressure as a result of being selected?

(3) How do your regular classmates, teachers feel about your being chosen for the enrichment program?

(4) How do you get along with students in the regular classroom?

(5) How do you get along with students in the enrichment classroom?

(6) Explain or describe the differences.

(7) How do you feel about the expectations of the enrichment program?

(8) Do you know what the objectives of your enrichment work are? (What must be accomplished in each area).

(9) Have you ever seen a written list of objectives?

(10) How does the content of enrichment class differ from that of the regular class?

(11) Can you name some specific things you've learned about that you normally would not have studied?

(12) Does the subject matter appeal to your specific interests?

(13) Name some things you'd like to learn about that have not been included in the enrichment program.

(14) Describe how you spend your time in the enrichment classroom (modules, group work, etc).

(15) Do you think your time is well spent?

(16) In the enrichment class you do many different activities.

a) How much guidance do you get at these activities?

b) Do you spend enough time at each of the various activities?

c) Are materials adequate for each of the various activities?

(17) Do you feel like you accomplish anything in the enrichment program?

(18) How is your progress evaluated in the enrichment program?

(19) How does this compare with the way that you are evaluated in the regular classroom?

(20) Which means of evaluation do you prefer, and why?

(21) Does the enrichment evaluation reflect how you are really doing?

(22) Do you ever have the opportunity to evaluate your own work and your classmate's work in the enrichment program?

(23) What changes would you make, if you could, in the enrichment program?

(24) Are you happy in the enrichment program?

(25) How do you feel about school, generally, since entering the enrichment program?

(26) Are your regular class grades higher, lower, or about the same since you have been attending enrichment classes?

Enrichment Teacher
Interview Guide

1. How do you feel about the current selection procedures - are they the best possible combination? Have they evolved in the past two years?

2. How were you selected as a teacher of the gifted? What do you feel you bring to the role? Career aspirations?

3. (a) Do you feel that the general objectives of the enrichment classes are being achieved?

   (b) Do you have any indications that they are being achieved, other than your intuitive feeling?

4. How do you feel about the current curriculum offerings in enrichment class?

   a. Individualized enough?
   b. Flexible time permitted?

5. How are modules developed? Who develops curriculum? Is this appropriate use of resource people's time?

6. What kinds of activities have you found that gifted children prefer?

7. What are your expectations for the program re the gifted child's development?

8. What facilities/resources do you see as most pressing, that are not currently available to you? Computers?

9. Should more computers become available within the classroom, what problems and benefits do you foresee?

10. How is progress evaluated in enrichment classes?

    a. How do you feel about the nature of evaluation within the program?
    b. What other evaluative means would you suggest, if any?

11. Are reporting procedures to parents, students, and regular classroom teachers adequate? Are there any information needs <u>not</u> being met? Can anything be done to improve the situation?

12. Do you feel that your own inservice needs are being met? Do you feel that your ongoing training and education re the gifted is adequate?

13. What kinds of things do you undertake in acting as an advocate of education for the gifted?

    a. Within the school board.
    b. Outside the school board.

14. What importance do you attach to this function? How much time is spent on this type of activity? What are the pay-offs?

15. How do you think the enrichment program has affected the awareness of regular classroom teachers with regard to the educational needs of gifted learners?

    a. Positive or Negative.
    b. Have others sought your advice re classroom enrichment activities?
    c. What types of attitudes do you perceive other teachers have toward you, the program, and the gifted learners?

16. What, to you personally, is the most rewarding thing about your role?

17. What, to your personally, is the biggest problem in your role?

18. Have you found it necessary to expend time and energy over and above what is normally required in teaching or educational positions?

19. Are you threatened by the potential for burnout?

20. Has your involvement in the enrichment program deprived you of other valuable learning experiences?

21. To what extent do you think the enrichment program is valued by the various groups involved - parents, students, classroom teachers and administrators, school board personnel, elected representatives?

22. Can you pinpoint any unanticipated benefits due to the program - either at the school, school board, or community level?

President, Newfoundland and Labrador
Association of the Gifted

Interview Guide

President, Newfoundland & Labrador
Association of the Gifted
Interview Guide

1. What was or is your role in the R.C. School Board enrichment program?

2. The selection procedures now include:

   CTBS and/or Teacher nomination and/or WISC-R
   CCAT Class achievement

   Is this the best method, considering their resources/constraints? How are students selected elsewhere?

3. Objectives seem to be 3 broad categories: Research skills; creative thinking; problem-solving.

   a. Should these areas provide the focus for the program?
   b. Are there important areas being excluded?

4. Students currently attend 2 half days in each six day cycle. In your opinion, is this time allotment suitable?

5. Describe your criteria/qualifications for a teacher of the gifted?

6. How should learners be evaluated in the program?

7. What do you believe to be standards for evaluating the gifted program itself?

8. Can you comment on strengths of the program? Weaknesses?

9. Additional comments?

Director, Special Services
Department of Education
Interview Guide

Director, Special Services
Department of Education
Interview Guide

1. What is your knowledge of the enrichment program of the R.C. School Board?

2. Does the department have any interaction/relationship with the enrichment program?

3. Does the department have any plans for involvement in enrichment education in the future? Is there policy re gifted education?

4. Is there likely to be a financial commitment on a provincial level in the near future?

5. Would the department be interested in the findings of this evaluation study?

6. Additional comments?

Board Counsellor/Coordinator
Interview Guide

1. Please describe the selection procedures used in identifying gifted students. How rigid are the criteria?

2. Please comment on each test in terms of its reliability, validity, and biases.

3. How are students selected in other programs?

4. Are there plans to change the testing, identification procedures in any way?

5. How do you perceive others to feel about the identification and selection of gifted learners?

   a. parents
   b. classroom teachers
   c. students selected
   d. students tested but not selected.

6. Are there opportunities for retesting students who have been identified as potentially gifted, at a later date?

7. At whose request can students be tested or retested?

8. Is there any monitoring of students after they have been selected and included in enrichment classes?

9. Are selection criteria public knowledge within the board and its constituents? Have they been published, circulated?

10. Are you generally content with the current identification/selection procedures?

11. Additional comments?

APPENDIX B

QUESTIONNAIRES

Name _____ Age _____

Address _____ Grade _____

School _____

French Immersion Yes No

Mother's Occupation _____

Father's Occupation _____

Number of Sisters _____ Brothers _____

Are you Oldest Youngest Other

Birthplace _____

Extracurricular Activities _____

_____

_____

_____

Do you have a home computer? Yes No

What do you want to be when you grow up? _____

_____

Place an X next to the statement or statements which answer each question.

1. How long have you been in the enrichment program?

_____ Less than one year.

_____ One year.

_____ Two years.

_____ More than two years.

2. How do you feel about school since you have been in the enrichment program?

_____ Enjoy it more.

_____ About the same as before.

_____ Enjoy it less.

3. How do you think you were selected for the enrichment program? (You may choose more than one).

_____ Teacher suggested me.

_____ High marks.

_____ IQ.

_____ Parents suggested me.

_____ Special tests.

_____ Other.

4. How much time would you like to spend in the enrichment class?

_____ The same as now.

_____ Two days each cycle.

_____ Four days each cycle.

_____ All the time.

5. How do you feel about the activities in the enrichment class? (You may choose more than one).

_____ Challenging.

_____ Different.

_____ Fun.

_____ Difficult.

_____ Boring.

_____ Easy.

_____ Interesting.

6. What kinds of activities do you prefer? (You may choose more than one).

_____ Science.

_____ History.

_____ Language.

_____ Social studies.

_____ Art.

_____ Mathematics.

_____ Other (explain_____).

7. How do you feel about the enrichment program resources and materials?

_____ Not enough.

_____ Adequate.

_____ More than enough.

8. List materials and resources that you would like to have in your enrichment class.

_____

_____

_____

_____

_____

9. Should the materials and resources that you listed above be available in your regular classroom too?

_____Yes _____No

10. Does your enrichment classroom provide enough space for all of your activities?

_____ Yes _____ No

Parent Questionnaire

To the Parents:

As part of the evaluation of the Roman Catholic School Board's enrichment program, we would like to have your thoughts and opinions. We would appreciate your time and effort in completing the following questionnaire. All responses will be anonymous and summarized in table form. Thank you for your cooperation.

Part 1. Please circle the response to the right of each statement which best reflects your opinion.

SA = Strongly agree.
A = Agree.
D = Disagree.
SD = Strongly disagree.

1. The money spent on the enrichment program is well-spent if the needs of gifted students are met.	SA	A	D	SD
2. The gifted child's potential must be attended to if we are to prepare tomorrow's leaders.	SA	A	D	SD
3. Gifted learners can have learning problems.	SA	A	D	SD
4. A gifted child's needs can be met in the regular classroom with good planning.	SA	A	D	SD
5. It is better to help those with learning problems and disabilities than gifted learners.	SA	A	D	SD
6. The selection procedures for identifying gifted students are inadequate.	SA	A	D	SD
7. Gifted students who are segregated on a part-time or full-time basis suffer socially.	SA	A	D	SD
8. I would like to be better informed about the enrichment program in which my child is enrolled.	SA	A	D	SD
9. My child's special interest needs are being met in enrichment classes.	SA	A	D	SD
10. Enrichment classes should continue and expand in the future.	SA	A	D	SD

Part 2: Please answer each question by circling the appropriate response to the right.

Y = Yes.
N = No.

1. Are objectives established for the enrichment program?	Y	N

2. Have you ever seen a written list of objectives?	Y	N
3. Does your child know what is expected of him/her in terms of work in the enrichment class?	Y	N
4. Does your child know what is expected of him/her in terms of work in the regular class?	Y	N
5. Do you know how your child's progress is evaluated in the enrichment class?	Y	N
6. Are reports concerning your child's progress in the enrichment program frequent enough?	Y	N
7. Is there a need for better communication between the enrichment teachers and parents?	Y	N
8. Would you like to receive regular written reports of your child's progress, as in the regular class?	Y	N
9. Do the projects undertaken in the enrichment class interest your child?	Y	N
10. Does your child ever bring work home from enrichment class to share with you?	Y	N
11. Do you feel that the type of work your child is doing in enrichment class is developing his/her potential?	Y	N
12. Has your child been more enthusiastic about school since attending enrichment class?	Y	N
13. Is the time allotment of two half days per six day cycle the best arrangement?	Y	N
14. Would one full day per cycle be more convenient and feasible?	Y	N
15. Does your child experience any problem with time missed in regular class?	Y	N
16. Does your child like enrichment class, and look forward to those days?	Y	N
17. Will you encourage your child to continue attending enrichment classes throughout his/her schooling, should they continue to be available?	Y	N

Part 3: Please provide brief answers in the spaces provided.

1. Name two or three positive aspects of the enrichment program.

_____

_____

_____

2. Describe any problems you and/or your child have experienced as a result of his/her participation in enrichment classes.

3. Name ways in which you think the enrichment program might be improved.

4. Has your child's selection for the enrichment program enhanced your interest or knowledge of giftedness?

5. Describe briefly any effects your child's participation in enrichment classes has had on you.

6. Comments

School Principal Questionnaire

School Principal Questionnaire

To The Principal: As part of the evaluation of the Roman Catholic School Board's enrichment program, we need the thoughts and opinions of all those who have been involved with the program in any way. Students from your school have attended or are attending enrichment classes, so your opinions are important to us. We appreciate your time and effort in completing the following questionnaire. All responses will be considered confidential, and data will be summarized for reporting purposes.

Part 1. Please answer the following questions by circling the appropriate response to the right. If you feel you lack adequate information to respond to a given item, simply omit the response.

Y = Yes N = No

1. Are procedures for the identification and selection of gifted learners known to you?	Y	N
2. Are procedures used in selecting gifted learners appropriate and adequate?	Y	N
3. Is education of the gifted a priority of the school board?	Y	N
4. Should the enrichment program be in operation, given that the province does not at this time provide funding?	Y	N
5. Is communication about the enrichment program within the board adequate for your information needs?	Y	N
6. Is interaction with enrichment teachers and/or co-ordinator frequent enough?	Y	N
7. Is inservice on enrichment education available for those peripherally involved in the program?	Y	N
8. Do you support the idea of enrichment programs for gifted students?	Y	N

Part 2. Please provide brief answers to the following questions in the spaces provided.

1. Describe any beneficial influences or impact that the enrichment program has had on your school.

2. Describe any negative influences or impact that the enrichment program has had on your school.

3. How do you perceive most students attending enrichment class feel about the program?

4. Describe any problems encountered by students attending enrichment classes.

5. Have any students from you school discontinued enrichment classes? Why?

6. Has your teaching staff increased its awareness of the enrichment needs of gifted learners? Is there a regular classroom spinoff?

7. Additional comments

Classroom Teacher Questionnaire

Classroom Teacher
Questionnaire

To the Teacher

As part of an evaluation of the school board's enrichment program we would like to have your thoughts and opinions, since students from your home room attend the enrichment classes. All responses will remain anonymous, with results summarized in tables for the evaluation report. We appreciate your time and effort in completing the questionnaire, and thank you for your cooperation. Please return the completed questionnaire, within the next two weeks, in the enclosed envelope.

Mary F. Kennedy

Part 1: Please place a √ in the appropriate column to the right of each question.

	to a great degree	to some degree	not at all	do not know
1. Is the enrichment program achieving the objectives of developing analytical and problem-solving skills and the ability to think creatively?				
2. Are expectations for students in enrichment classes reasonable?				
3. Does the program appear to meet the needs of these special students?				
4. Are you interested in the instructional techniques used in the enrichment program?				
5. Has the enrichment program increased your awareness of the educational needs of the gifted students?				
6. Does the information that you receive concerning the enrichment program adequately meet your information needs?				
7. Do students attending enrichment classes seem enthusiastic about the program?				
8. Is the enrichment curriculum different from the regular curriculum?				

	to a great degree	to some degree	not at all	do not know
9. Are evaluation/student progress procedures used in the enrichment program adequate?				
10. Are you informed of your student's progress and achievement in enrichment class?				
11. Do you feel that procedures used to select students for enrichment class are adequate and comprehensive?				

Part 2: Circle the response to the right which best reflects your opinion.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

1. The money spent on the enrichment program is well-spent if the needs of gifted students are met.	SA	A	D	SD
2. A gifted child's potential must be attended to if we are to prepare tomorrow's leaders.	SA	A	D	SD
3. Overemphasis on gifted and talented students through special programs creates an elitist population?	SA	A	D	SD
4. The gifted can have learning problems.	SA	A	D	SD
5. A good teacher can instruct for all levels of ability within the classroom	SA	A	D	SD

6. It is better to help those with learning problems and disabilities than gifted learners.	SA	A	D	SD
7. A gifted child's needs are not being met in the regular classroom.	SA	A	D	SD
8. The selection procedures in identifying gifted students are inadequate.	SA	A	D	SD
9. It is undemocratic to provide special programs for a privileged few.	SA	A	D	SD
10. Gifted students who are segregated on a part-time or full-time basis suffer socially.	SA	A	D	SD
11. The gifted child who attends both regular and enrichment classes becomes a well-balanced individual capable of interacting at various social levels.	SA	A	D	SD
12. Any program designed for the gifted drains resources from the regular program.	SA	A	D	SD
13. I would be interested in learning more about giftedness in general and the school boards enrichment program in particular.	SA	A	D	SD

Part 3: Please answer the following questions briefly in the spaces provided.

1. Has the implementation of the school board's enrichment program had an effect on your workload? Explain.

2. Have you become more interested and/or knowledgeable about giftedness? Is there greater accessibility of information in the school district now?

3. Describe your interaction with teachers and the coordinator of the enrichment program.

4. Do those students who attend enrichment classes contribute to the regular classroom by sharing experiences, etc.?

5. What problems do you encounter by having a student or students elsewhere two half days per cycle?

6. How are students who attend enrichment class performing in the regular class? Is there any difference in their grades?

7. Describe briefly the type of information you would like to receive about the enrichment program.

8. Is inservice training on giftedness and enrichment programs necessary and/or available for the regular classroom teacher? Would you attend?

9. How do you perceive that students in your classroom feel about those who attend enrichment classes?

10. Do you feel that more money and human resources should be allocated in future to continue expansion of the enrichment program throughout the board?

11. What are the main inconveniences and/or problems for you as a regular classroom teacher since the advent of enrichment classes?

12. What do you perceive to be the most positive things about the enrichment program?

13. What do you perceive to be the most negative things about the enrichment program?

14. Comments:

Enrichment Staff Questionnaire

Enrichment Teacher/
Co-ordinator Questionnaire

To the enrichment teacher/co-ordinator:

As part of the evaluation of the Roman Catholic School Board's enrichment program, we would like to have your thoughts and opinions. We appreciate your time and effort in completing the following questionnaire. Thank you for your co-operation.

Part 1: Please answer each question by circling the appropriate response to the right.
Y - Yes
N - No

1. Are objectives for the enrichment program clearly established?	Y	N
2. Is there a written list of objectives, to your knowledge?	Y	N
3. Have parents been provided with a list of program objectives?	Y	N
4. Have learners been provided with a list of program objectives?	Y	N
5. Have regular classroom teachers been provided with a list of program objectives?	Y	N
6. Are the specific learning objectives set with consultation of gifted learners?	Y	N
7. Are objectives individualized to meet the varied needs of gifted learners?	Y	N
8. Are objectives specified for the total curriculum?	Y	N
9. Are all objectives given equal weight?	Y	N
10. Are objectives specified for the enrichment teacher?	Y	N
11. Does the curriculum meet the overall goals of developing research skills, creative thinking and problem solving ability?	Y	N
12. Is the curriculum broad enough to meet all learner interests?	Y	N
13. Does the curriculum differ from regular classroom offerings?	Y	N

14.	Does the curriculum reflect affective as well as cognitive learning?	Y	N
15.	Does the curriculum permit group learning or interaction on a regular basis?	Y	N
16.	Is the curriculum supported by appropriate materials?	Y	N
17.	Are community resources integrated into the curriculum?	Y	N
18.	Are learner selection procedures established?	Y	N
19.	Are learner selection criteria consistent with other established enrichment programs?	Y	N
20.	Is selection based primarily on objective data?	Y	N
21.	Do you think selection should be based primarily on objective data?	Y	N
22.	Are classroom learning activities compatible with enrichment program objectives?	Y	N
23.	Are depth and focus of classroom activities meeting the individual needs of the gifted learner?	Y	N
24.	Do classroom activities provide maximum opportunity for the exercise of individual talent?	Y	N
25.	Are learners enthusiastic about classroom activities?	Y	N
26.	Is carryover of enrichment class activities to the regular classroom encouraged?	Y	N
27.	Are materials and resources available to support the enrichment program?	Y	N
28.	Do you have ready access to any materials purchased for the enrichment program?	Y	N
29.	Is the resource centre in your school adequate to support an enrichment program?	Y	N
30.	Does the enrichment program have an established loan system with other resource centres?	Y	N
31.	Have there been fund-raising activities to support enrichment classes?	Y	N
32.	Is the physical space allotment sufficient for enrichment program needs?	Y	N

33.	Are expectations of learners in enrichment classes reasonable?	Y	N
34.	Do you think that learner evaluation activities are frequent enough?	Y	N
35.	Do you think enough time is spent on learner evaluation in enrichment classes?	Y	N
36.	Do reporting procedures on learner achievement meet parent information needs?	Y	N
37.	Do reporting procedures on learner achievement meet learner information needs?	Y	N
38.	Is time spent on communicating about the enrichment program to various audiences well spent?	Y	N
39.	Have you engaged in more reading/study of giftedness as a result of your work with the enrichment program?	Y	N
40.	Should the enrichment program continue to expand in the future?	Y	N
41.	Are inservice activities available to you?	Y	N
42.	Are inservice activities suitable for your needs?	Y	N
43.	May you order materials for professional growth?	Y	N
44.	Do you regularly order such materials?	Y	N

Part 2: Please answer the following questions briefly in the spaces provided.

1. Who is involved in developing enrichment program modules? (i.e. teachers, co-ordinators, etc.).

2. Describe learner selection procedures.

3. List tests used in the selection of learners.

4. What skills are developed through enrichment class activities?

5. Do you think that classroom activities motivate gifted learners to explore topics in-depth?

6. What indications are there that enrichment class activities carry over to the regular classroom?

7. How has learner achievement been affected by attendance at enrichment classes?

8. Do you feel that activities encompassed in the enrichment program are meeting the needs of the gifted learners?

9. How often are activities in enrichment classes carried home for completion? Is such practice desirable?

10. List materials/resources you feel that you need to facilitate enrichment activities.

11. Are human resources currently allotted to the enrichment program adequate to meet program needs?

12. Describe reporting procedures in the enrichment program. (Frequency, form, to whom, etc.).

13. What public relations/communication functions do you undertake? To whom?

14. Estimate approximate time spent on public relations/communications activities.

15. How often and in what format are inservice experiences available to you?

16. Generally what type of content is dealt with in your inservice programs? Does it meet your needs?

17. What percentage of your time do you spend in planning? In teaching?

18. How do you feel about the planning/teaching time ratio?

19. What do you perceive to be the strongest aspect of the enrichment program?

_____

_____

_____

20. What do you perceive to be the weakest aspect of the enrichment program?

_____

_____

_____

APPENDIX C

OBSERVATION CHECKLISTS

Classroom Activities

To The Student: Listed below are some activities you might have done this past year. For each activity place a √ in the column marked enrichment class if you have done the activity there. Place a √ in the column marked regular classroom if you have done the activity there. You may check both columns or no column for any activity. Think carefully before you answer.

Activity	Enrichment Class	Regular Class
Suggest a topic for further study to the teachers.		
Complete various types of word puzzles.		
Report to the class about a topic of particular interest to you.		
Use the card catalogue in the library to locate information.		
Use a thesaurus.		
Read for pleasure and enjoyment.		
Interview someone to gather information.		
Use an encyclopedia index.		
Look up information in an encyclopedia.		
Look up information in books.		
Use the appendix or index of a book.		
Make up poems, stories, or plays.		
Propose a plan for a project or experiment.		
Teach somebody something.		
Use an atlas for information.		
Suggest a topic for group discussion.		

Activity	Enrichment Class	Regular Class
Complete a written report on a topic of interest to you.		
Take notes from books or magazines on a topic.		
Ask questions about anything that interests you.		
Make graphs to report on research topics.		
Work independently on a project of your choice.		
Complete logic puzzles.		
Prepare a bibliography.		
Discuss important social problems.		
Propose solutions to problems of social importance.		
Take action on problems of social importance.		
Work for as long as you want on a project of your choice.		
Express your opinion freely on any topic being discussed.		
Try different ways to solve problems.		
Criticise the type of activities being done.		
Work with whomever you want on activities.		

Observation Checklist

Time-on-task

Code: 1 = Alone.

2 = With one other.

GR = Group.

Observation made on individual student every 30 seconds.

Name _____ Time Slot _____

Activity _____

On	Off	1	2	GR	On	Off	1	2	GR

Observation Checklist

Interactions/Communications

Code: T/S Teacher/Student
S L Student Led
S/S Student/Student
T L Teacher Led

Time	Activity	T/S	S L	S/S	T L

Observation Checklist

Classroom Environment

Physical Setting

Comfortable.	Yes	No
Interesting in part.	Yes	No
Interesting overall.	Yes	No
Permits freedom of movement.	Yes	No
Permits multi-size group work.	Yes	No
Visually stimulating.	Yes	No

Classroom Environment	Almost always	Usually	Seldom	Almost never	Does not apply
Non-threatening.					
Student opinions, ideas respected.					
Uninhibited responses permitted.					
Divergent task, production encouraged or rewarded.					
Self-evaluation encouraged.					
Peer evaluation encouraged.					
Multi-sensory stimuli provided.					
Creativity encouraged via open-ended questioning.					
Student interaction encouraged.					
Students permitted to move about the room.					
Students permitted to decide how long they remain at particular activity.					
Utilized according to work areas.					
Students permitted to choose work pairs, groups.					
Free reading time available.					